DOCUMENT RESUME

ED 081 713 SO 006 292

TITLE	Classification of Educational Systems in OECD Member Countries. Belgium, Denmark, United States.
INSTITUTION	Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE	72
NOTE	79p.
AVAILABLE FROM	Organisation for Economic Co-operation and Development Publications, 2 rue Andre-Pascal, 75775 Paris Cedex 16, France ($3.25); OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Classification; Comparative Analysis; *Comparative Education; Education; Elementary Grades; *Foreign Countries; Higher Education; Schools; Secondary Grades; Statistical Data
IDENTIFIERS	Belgium; Denmark; *Educational Systems; United States

ABSTRACT

The present volume is one of a series intended to provide a comparative view of the education systems of member countries of the Organisation for Economic Cooperation and Development (OECD). Published in response to a need for a conversion key so that national data could be readily converted on the bais of a standardized system, its purpose is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. For background information on the method of classification, and for related documents, see ED 076 453. The volume deals with three member countries, Belgium, Denmark, and the United States. Provided are definitions of terms used in the OECD classification, which is by type of education and not be institution providing education. A short bibliography following each country gives sources of information regarding the educational institutions. (OPH)

ED 081713

CLASSIFICATION OF EDUCATIONAL SYSTEMS

Belgium

Denmark

United States

sp006 292

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

FILMED FROM BEST AVAILABLE COPY

ED 081713

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
OECD
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CLASSIFICATION OF EDUCATIONAL SYSTEMS IN OECD MEMBER COUNTRIES

BELGIUM
DENMARK
UNITED STATES

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
PARIS 1972

The Organisation for Economic Co-operation and Development (OECD) was set up under a Convention signed in Paris on 14th December, 1960, which provides that the OECD shall promote policies designed:

- *to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while maintaining financial stability, and thus to contribute to the development of the world economy;*
- *to contribute to sound economic expansion in Member as well as non-member countries in the process of economic development;*
- *to contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations.*

The Members of OECD are Australia, Austria, Belgium, Canada, Denmark, Finland, France, the Federal Republic of Germany, Greece, Iceland, Ireland, Italy, Japan, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom and the United States.

© Organisation for Economic Co-operation and Development, 1972.

Queries concerning permissions or translation rights should be addressed to :
Director of Information, O.E.C.D.
2, rue André-Pascal, 75775 PARIS CEDEX 16, France.

INTRODUCTION

The present volume is one of a series intended to provide a comparative view of the education systems of all OECD Member countries. It is a complement to the earlier OECD "handbook" for educational planners: Methods and Statistical Needs for Educational Planning which was published in 1967; one of the conclusions of which was the need to establish a "conversion key for all OECD Member countries so that published national data can be readily converted on the basis of the standardized system" as proposed in the above publication*.

The purpose of both the "handbook" and this classification is to assist OECD Member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics.

In fact, although education is first and foremost a national concern, the problems experienced in the development of educational systems are often similar in a number of countries. For this reason, it may be useful to compare different countries' solutions to specific problems. But for such comparisons to be valid, they must be based on common terms of reference; the statistics must, insofar as possible, have the same meaning in the various countries concerned.

For the statistics published by national authorities to be used as a basis for inter-country comparisons, a classification system and a set of definitions must be adopted which are acceptable and applicable to all the countries interested in making such comparisons.

Efforts have been made in various OECD studies to publish statistics on as comparable a basis as possible; no classification of education systems in their entirety has yet been established. The preparation of such a classification for OECD Member countries was included in the programme of the Committee for Scientific and Technical Personnel which has recently been replaced by the Education Committee.

* This publication was endorsed by the OECD Council "as a suitable framework for the compilation of comparable educational statistics".

The "handbook provides the basic analytical framework and rationale for the classification; the present study shows in detail how the different parts of each country's education system are related to the reference frame in the "handbook". It is intended to be a guide to anyone who wishes to compare or understand the structure of the education system in OECD Member countries.

To establish a conversion key for the different countries, we have to start with the national classification of each country; in principle, only those types of education or institutions which are explicitly treated in national statistics are included. The degree of detail in published statistics varies enormously from country to country, and this explains the divergence in the size of the entry for different countries in these volumes. Where appropriate, and when the information was available, other types of education have also been mentioned.

The next step was to compile maximum information on these different types of education so as to assess them qualitatively. The evaluation criteria included length of studies, admission requirements (i. e. previous schooling), qualifications conferred and the possibility of transfer to other types of education, organisation of studies on a full-time or on a part-time basis, and any other information of possible interest to potential readers.

On the basis of this information, each type of education or institution has been reclassified under the OECD system, both from the standpoint of standardized designation and in terms of its position on the educational ladder by year of study.

Since education is now being extensively reorganised in many countries, the present study attempts to present the existing situation but also to give an indication of changes which have occurred during the past ten years.

While the present classification is valid for the situation at the date mentioned for each country, it may no longer hold for the new educational structures and concepts towards which some countries are already moving: for example, the discontinuance of the notion of levels and grades, continuing or recurrent education, etc. These changes will be taken into account in future revisions of this classification.

Since educational statistics in most countries are still cast in a national mould which reflects traditional administrative needs, it is hoped that this conversion key may help to promote a better mutual understanding of the systems in the different countries, permit the compilation and presentation of comparable statistics and enable each country to identify easily what is covered by eacn aggregate presented in a particular study.

This classification was prepared for all OECD Member countries by the Directorate for Scientific Affairs of the OECD Secretariat on the basis of available information and was subsequently submitted to the appropriate national authorities for verification and approval. Responsibility for the work in the Secretariat was with Monique Solliliage of the Educational Investment and Development Division, assisted by Randolph Quenum, James Steel and Arne Isachsen.

DEFINITION OF TERMS USED IN THE OECD CLASSIFICATION*

This is a classification by type of education and not by institution providing education. In fact, pupils of the same institution may, depending on the section or options chosen, take a general or vocational course, a course preparing them for higher studies, or a terminal course. Only the different types of education are suitable for inter-country comparison. A case in point is that of the universities: as educational institutions they may provide, in addition to courses leading to the officially recognised first university degree, courses of shorter duration leading to qualifications below first-degree level and comparable to those awarded by higher education institutions not having university status. Conversely, non-university institutions may award the equivalent of a university degree.

Pre-primary

Non-compulsory education preceding entrance into primary education.

Primary

Compulsory general education for all pupils. In systems providing a comprehensive-type education for all pupils which covers all or part of their compulsory schooling, only those years in which there is no differentiation (in the form of subject options) have been regarded as primary education.

General secondary

Education which is not direct preparation for an occupation.

Technical secondary

Education designed as direct preparation for an occupation or trade.

* For further details of this classification, the reader is referred to Chapter IX of Methods and Statistical Needs for Educational Planning, OECD, 1967.

Secondary (a)

General or technical education offers pupils, upon completion, a relatively good chance of continuing their studies in a higher education establishment.

Secondary (b)

General or technical education, after which pupils have little chance of continuing to higher education.

This separation of secondary education into types (a) and (b) seems preferable to the frequently-used division into lower and upper levels or 1st and 2nd cycles because in more and more cases the lower level is common to all pupils (although sometimes composed of different sections) and only at the end of this period do pupils receive final guidance and make definitive choice concerning their future schooling.

Teacher training

Preparatory training for the teaching profession.

Non-university type higher education*

Higher education leading to a specific qualification, often occupational and, unlike the first university degree, generally not offering the possibility of pursuing doctorate or other post-graduate studies.

University type higher education*

The length of the different types of education varies from country to country. It was therefore considered advisable to specify the corresponding years of study in the educational scale so as to permit any regrouping necessary for inter-country comparisons.

* Where it has not been possible to make the distinction between non-university higher education and university higher education as defined here, the level of the degree awarded at the end of the different types of studies has been specified: below first-degree level, intermediate diploma (usually preparatory to first degree), first or basic degree, higher degree (above first degree), doctorate.

BELGIUM

(April 1971)

Compulsory schooling: 8 years, from the age of 6 to 14

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
1. Enseignement gardien (Pre-primary education)					Instruction given in special schools or in classes attached to a primary school. These schools admit children aged from 2½ on 1st September of school year up to beginning of primary education proper.	Pre-primary	
2. Enseignement primaire (Primary education)	6	To be 6 years old or 7 according to parental choice	Certificat de fin d'études primaires (Primary certificate)	Full time	Provided by primary schools proper and in the preparatory sections of establishments of secondary education. Instruction is divided into three 2-year cycles. Compulsory education lasts 8 years, commencing in the autumn of children's 6th birthday and terminating after 8 years of study.	Primary	1-6
3. Enseignement spécial (Special education)	Variable				Designed for the physically and mentally handicapped.	Special	Variable
4. Enseignement secondaire général du 1er cycle (General secondary education - 1st cycle)							
4.1. 4ème degré primaire (Terminal primary classes)	2	Completion of primary education proper		Full time	Instruction designed for children who do not intend to continue their studies after completion of compulsory schooling. This course may be discontinued.	General secondary (b)	7-8
4.2. Degré inférieur de l'enseignement moyen (1st cycle of general secondary education)					This education is provided either in intermediate schools, usually co-educational, or in State "athénées" (boys) and "lycées" (girls) and private colleges and institutes. There are different sections, some of which can be continued into 2nd cycle, others ending on completion of compulsory education period. Transfers from one section to another are, however, possible.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4.2.1. Section latine (Latin section)	3	Completion of primary education	Certificat de fin d'études du degré inférieur de l'enseignement moyen (Secondary education 1st cycle certificate)	Full time	This section covers 3 years of study and is subdivided into two sub-sections after the 2nd year (or 5th form), viz: 1) Latin - Greek - 4th form 2) Latin - Mathematics - 4th form In denominational schools, study of Greek starts in 5th form (2nd year of secondary education). These sections prepare pupils for the different branches of the 2nd cycle or higher degree of secondary education.	General secondary (a)	7-9
4.2.2. Section moderne (Modern section)	3	"	"	Full time	This section covers 3 years of study and gives preparation for science and economy sections of secondary education 2nd cycle. After 2 years of study, pupils in this section can choose the commercial course. It includes also the 1st year of maritime studies, only to Flemish-speaking schools.	General secondary (a)	7-9
4.2.3. Section familiale (Domestic science section)	4	"	"	Full time	The course is especially for girls, and emphasis is put on domestic economy.	General secondary (b)	7-10
4.2.4. Section commerciale (Commercial section)	2	After 2 years of study in above-mentioned modern sections	"	Full time	This section also includes 2nd and 3rd year courses of maritime studies.	General secondary (b)	9-10
4.2.5. Cycle d'observation et d'orientation (Observation and guidance cycle)	3	Completion of primary education	"	Full time	This type of education was created in 1965 and is being applied in about one-fifth of State schools. It includes 4 options: Latin, Modern and Technical subjects (A) and (B) in addition to a common course of 30 hours in the first 2 years and 25 hours in the 3rd year. This common trunk is tending to replace the different traditional sections mentioned above and will cover the 3 years of general and technical education of the 1st cycle of secondary education.	General secondary (a)	7-9

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4.2.6. Sections diverses (Various sections)	Variable				Training consists of office studies and other subjects which are not included in above-mentioned categories.	General secondary (b)	
5. Enseignement secondaire général du 2ème cycle (General secondary education - 2nd cycle)							
Degré supérieur de l'enseignement moyen (2nd cycle of secondary education)		Completion of 1st cycle of secondary education	Certificat d'humanités (Secondary leaving certificate)	Full time	The "certificat d'humanités" (secondary leaving certificate) gives access to university studies on the condition that candidates have passed a matriculation examination for which a proficiency certificate to higher education is awarded. Candidates can take the university entrance examination for admission to faculties of applied science, science, polytechnical colleges and institutes of agronomy whether they hold the secondary leaving certificate or not. However, holders of a recognised secondary leaving certificate ("certificat homologué d'humanités") (old system) or a secondary leaving certificate may be exempted from examination in certain topics of the entrance exam. The section chosen by pupils at this stage determines to a great extent the type of university course they will follow.	General secondary (a)	
5.1. Latin-Greek section	3						10-12
5.2. Latin-Mathematics section	3						"
5.3. Latin-Science section	3						"
5.4. Science section A	3				Science section A is based on mathematics and physics.		"

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5.5. Science section B	3				Science section B is based on natural science.	General secondary (a)	10-12
5.6. Economics section	3						"
5.7. Human sciences section	3				There is a limited number of these sections.		"
5.8. Special science year	1				This is a kind of preparatory school for higher schools of engineering, faculties of applied science and polytechnical colleges.		13
6. Enseignement technique et professionnel (Technical and vocational education)							
6.1. Degré inférieur (Lower level)	3, 4 or 5	Completion of primary education	After 4 years: leaving certificate After 5 years: specialisation certificate	Full time	After 3 years pupils can gain access to 2nd cycle of technical or general education. If they wish to obtain a leaving certificate they must complete a 4th year (level: skilled workman). After an optional 5th year they can obtain a specialisation certificate. The range of specialist subjects covers the entire economic spectrum: agriculture, mining, electricity, chemistry, commerce and business, etc. The 1st cycle of technical education has been incorporated in the 1st cycle of general secondary education in order to facilitate transfer from one to the other, and legal dispositions have been taken to this effect.	Technical secondary (b)	7-9 10 or 11

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.2. Degré supérieur (Upper level)	3-4	After 3 years of lower level technical education or completion of 1st cycle of general secondary education	Technician's certificate or vocational certificate and further training certificate	Full time	After the technician's certificate or final vocational certificate, a certificate or grade in further training can be obtained in 1 year. Pupils holding certificates from technical schools can go on to a higher technical school or a technical teacher training college. They can also pass thematriculation examination giving access to higher education. For the industrial science section this examination is held in technical schools and for other sections by a State board of examiners. Pupils holding certificates from vocational schools can go on to higher vocational schools for nurses or child nurses.	Technical secondary (b)	11-13/14
6.3. Apprentissage (Apprenticeship)					Vocational training for certain occupations. This type of training takes place under contract and is divided into cycles similar to those in vocational education.	Technical secondary (b)	
6.4. Enseignement artistique (Artistic education)	3	Completion of the 1st cycle of general secondary or technical education	Certificat d'aptitude (Proficiency certificate)	Full time	Includes instruction in music, dramatic art and plastic arts. The length of the course of study varies with type of instruction and pupils capabilities. Certificates of technical education sections (plastic arts) are accepted as equivalent to the technical schools' certificates and give same rights. Most of these courses are continued after period of secondary education in the higher sections of the art schools.	Technical secondary (a) or (b)	10-12

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7. Enseignement rénové (enseignement secondaire général et technique (New system) (General and technical secondary education)					This type of education was introduced at the beginning of the academic year 1969 on an experimental basis and is, at present, in force in 143 State and subsidised schools. It covers the first 2 years of the secondary cycle (transition classes and observation cycle) and will gradually be extended to the other years. All forms of education after the primary cycle are covered including secondary, technical, vocational and artistic education. The "transition" classes are specially organised for backward or less able children.		
7.1. Classes d'accueil (Transition classes)	2	Completion of primary education and recommendation of psycho-medical social centre or be 13 years old and failed to have completed primary school	-	Full time	Instruction is aimed at pupils who are unlikely to benefit from the 1st observation year of secondary education. It includes mainly basic instruction - the aim of which is to fill gaps in pupils' knowledge of their native language and mathematics - supplemented in the 1st year by artistic and technical activities; in the 2nd year, artistic, economic, technical and agronomical options are offered. After 1st year, the class advisory committee directs pupils either towards the 2nd transition year or the 1st or 2nd year of the new system of secondary education. On completion of the 2nd year pupils may be streamed either for secondary education or vocational education or working life.	General secondary (b)	7-8
7.2. 1er degré (observation) (1st degree - observation)	2	Completion of primary education	Certificat de fin d'études du 1er degré du secondaire (1st degree secondary certificate)	Full time	This is considered as an observation cycle in all subjects for all pupils. Instruction in 1st year is common for all pupils. Some optional subjects are introduced during the 2nd year.	General secondary (a) and (b)	7-8

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.3. 2ème degré (orientation) (2nd degree - guidance)	2	Completion of 1st degree	Certificat de fin d'études du 2ème degré du secondaire (2nd degree secondary leaving certificate)	Full time	By including various options in this cycle, instruction corresponds to pupils' interests and aptitudes. The course can lead to the 3rd degree or be a terminal course for those wishing to leave school in order to take up employment. It can be supplemented by a 3rd year of more intensive study or specialisation.	General or technical secondary (a) and (b)	9-10
7.4. 3ème degré (détermination) (3rd degree - consolidation)	2	Completion of 2nd degree	Certificat de fin d'études du 3ème degré du secondaire (3rd degree secondary leaving certificate)	Full time	A wide variety of optional subjects enables pupils to carry out intensive studies of subjects of their choice. A 3rd year can be devoted to more intensive study or specialisation.	General or technical secondary (a) and (b)	11-12
8. Enseignement normal (Teacher training)							
8.1. Gardien (Nursery schools)	4	Completion of the 1st cycle of secondary education	Diplôme de fin d'études ne permettant pas d'entrer à l'université (Final certificate not giving access to university)	Full time	Admission to 2nd year is possible after successful completion of 1st year of 2nd cycle secondary education or the 1st year of a primary teacher training school.	Secondary teacher training	10-13
8.2. Primaire (Primary)	5	Completion of the 1st cycle of secondary education	Primary teacher's certificate and secondary leaving certificate (certificat d'humanités) issued on completion of 3 year 1st cycle.	Full time	The duration of the course was increased from 4 to 5 years in 1967 (Royal Decree N° 37 on State primary teacher training colleges). The course is divided into 2 cycles: (a) a 3-year 1st cycle on completion of which the secondary certificate is awarded, followed by (b) a 2-year 2nd cycle including teacher training leading to the award of a primary teacher's certificate. Teachers who have passed the matriculation examination qualify for university entrance.	Prior to 1967: secondary teacher training. Since 1967: higher non university (education)	10-14

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
8.3. Enseignement normal moyen (Teacher training for 1st cycle of general secondary schools)	2	Leaving certificate of 2nd cycle (general or technical) secondary education	Certificate of "régent" or "agrégé" for 1st cycle secondary school teachers	Full time	Trains secondary teachers who are in charge of the general courses and certain special courses for pupils in the 1st cycle of general secondary schools. Teachers in 2nd cycle of (general) secondary schools are trained at university.	Higher non-university (education)	13-14
8.4. Enseignement normal technique (Training of technical teachers)	2	Final certificate of 2nd cycle of general or technical secondary education	Technical "régent" or "agrégé" certificate (secondary technical school teacher)	Full time	Trains teachers of technical subjects and physical education in secondary teaching. There is also a part-time training for technical teachers.	Higher non-university (education)	13-14
9. Enseignement supérieur de niveau non-universitaire (Higher education - non-university type)							
9.1. Enseignement artistique supérieur (Higher art education)	5	Variable	Variable	Full time	Length of courses varies with subjects studied.	Higher non-university (fine arts)	13-17
9.2. Enseignement technique supérieur (Higher technical education)	4	Final certificate of 2nd cycle general or technical secondary education or entrance examination	Various types of certificates	Full time	Leads to certificates in technical engineering, nursing, social assistant or medical auxiliary work or commerce. See below - classification by field of studies.	Higher non-university (according to field of study)	13-16

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
10. Enseignement supérieur de niveau universitaire (Higher education - university level) Groups of studies: - Catholic theology - Canon law - Religious studies - Philosophy (religious studies) - Protestant theology - Philosophy and arts (and related studies) - Law and related studies - Science - Medicine, pharmacy and related studies - Veterinary medicine - Applied science - Agronomy - Social, political and economic sciences - Applied commercial and economic sciences - Pedagogy and psychology - Interfaculty centres	4, 5 or more	"Certificat homologué d'humanités" (2nd cycle secondary leaving certificate) and proficiency certificate to higher education, or an equivalent certificate for foreign students. In the faculties of applied science, candidates are required to pass an entrance examination.	In most subjects a 1st degree (licence) is awarded at the end of a 1st cycle of university studies. At a higher level there are doctorates and specialised degrees including the "agrégation" in higher education.		Courses take place in universities comprising the five traditional faculties (philosophy and arts, law, science, medicine, applied science) and in colleges and institutes which cover special subjects (History of Art and Archaeology, Oriental studies, Commerce and Economy, Criminology, Physical Education, etc.). Private institutions play an important part in provision of higher education, notable examples being the independent University of Bruxelles and the Catholic University of Louvain. Louvain University includes a faculty of catholic theology and canon law. The choice of higher studies open to students is largely determined by the special section chosen during secondary studies. Young people whose secondary schooling has been irregular may be examined by a central board of examiners set up by the government with a view to obtaining a certificate equivalent to the secondary school certificate (certificat homologué d'humanités); this gives equal access to university studies. A student can enrol several times either in the same field of study or in 2 different fields of study. In most subjects the first degree award is the "licence". This is obtained after 4 years of study and represents a specialised training. The degree of doctor can be obtained not earlier than 1 year after degree of "licencié" (1st degree) and is conferred after the public presentation and defence of a thesis. The degree of "agrégé" in higher education is conferred after a minimum of 2 years of study following the corresponding doctorate. Candidates are required to submit a thesis making an original contribution to scientific progress together with three accessory theses	Higher university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					of the candidate's own choice. He must defend all four theses and give a lecture on a subject proposed by the jury. In some subjects the 1st award is that of Doctor in Medicine and Veterinary Medicine or Technology, Agronomy and certain commercial fields. University degrees may be classified in two broad categories: State degrees and academic degrees. State degrees are a pre-requisite for practicing certain professions or holding certain posts in professions such as law (bar and magistrature), medicine, and the teaching profession. Courses for which entrance requirements and syllabuses are fixed by law lead to State degrees. For courses leading to academic degrees, admission requirements and the syllabus are determined either by the university itself (private university) or by the government (State university).		
11. Enseignement périuniversitaire (Peripheral higher non-university education)	Variable				This is practically non-existant. However, candidates who, for any reason whatsoever, have not been able to benefit from a regular education can be examined by a board of examiners set up by the government with a view to obtaining university degrees equivalent to those conferred by the educational institutions themselves. This procedure is only valid for State degrees.		
12. Part-time education							
12.1. General and technical education					For young people who have recently left school and for adults. A certificate is awarded at the end of these courses.	Adult	
- Lower degree (1st cycle) of technical secondary education	Variable	Variable	Certificat de fin d'études (Leaving certificate)	Part time			

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
- Artistic education	Vari-able	Variable	Certificat de fin d'études (Leaving certificate)	Part time			
- Higher degree (2nd cycle) of technical secondary education	"	"	"	"			
12.2. Instruction in domestic economy	"	Completion of compulsory education		"	For girls; minimum age 18; no diploma given.	Technical secondary (b)	
12.3. Training of family helps	"	"	Leaving certificate	"	For girls; minimum age is 17½.	"	
12.4. Post-school agricultural courses	"	"	No diploma awarded	"		"	
12.5. Apprentice-ship contracts	"	"	2 certificates: 1) qualification 2) patron-artisan (self-employed artisan)	"	Includes practical training in work-shop or factory and general and vocational training courses.	"	

Fields of Study	O.E.C.D. Classification
Enseignement supérieur universitaire (Higher university education)	
Théologie et droit canon (Theology and canon law)	Humanities
Théologie catholique (Catholic theology)	"
Droit canon (Canon law)	"
Philosophie (Philosophy)	"
Sciences religieuses (Religious science)	"
Théologie protestante (Protestant theology)	"
Philosophie et lettres (Philosophy and arts)	"
Philosophie (Philosophy)	"
Histoire (History)	"
Philologie classique (Classical philology)	"
Philologie romane (Romance philology)	"
Philologie germanique (Germanic philology)	"
Philologie et histoire slaves (Philology and Slavonic history)	"
Histoire de l'art et archéologie (History of art and archaeology)	"
Autres (Others)	
Droit et notariat (Law and notarial studies)	Law
Droit (Law)	"
Notariat (Notarial studies)	"
Sciences (Science)	
Sciences mathématiques (Mathematics)	Pure science
Sciences physiques et nucléaires (Physics and nuclear science)	"
Sciences chimiques et biochimiques (Chemistry and biochemistry)	"
Sciences géologiques et minéralogiques (Geology and mineralogy)	"
Sciences géographiques (Geography)	Social sciences
Sciences zoologiques (Zoology)	Pure science
Sciences botaniques (Botany)	"
Sciences (autres) (Sciences - others)	"
Etudes statistiques (Statistical studies)	Social sciences
Médecine et pharmacie (Medicine and pharmacy)	Medical science
Médecine (Medicine)	"
Pharmacie (Pharmacy)	"
Odontologie (Dentistry)	"
Education physique (Physical education)	Education
Autres (Others)	Medical science
Médecine vétérinaire (Veterinary medicine)	Agriculture
Sciences appliquées (Applied science)	Technology
Agronomie (Agronomy)	Agriculture
Sciences sociales, politiques, économiques et journalisme et sciences actuarielles (Social, political, economic sciences and journalism, actuarial science)	
Sciences sociales (Social sciences)	Social sciences
Sciences politiques, diplomatiques et administratives (Political, diplomatic and administrative sciences)	"
Sciences économiques, fiscales et financières (Economy, taxation and finance)	"
Journalisme (Journalism)	"
Econométrie (Econometrics)	"
Sciences commerciales (Commercial science)	"
Sciences actuarielles (Actuarial science)	"
Autres (Others)	"
Pédagogie et psychologie (Pedagogy and psychology)	Humanities
Pédagogie (Pedagogy)	"
Psychologie (Psychology)	"
Orientation et sélection professionnelles (Vocational guidance and selection)	"
Enseignement supérieur non-universitaire (Higher non-university type education)	
Enseignement technique supérieur (Higher technical education)	
Agronomie (Agronomy)	Agriculture
Industrie (Industry)	Technology
Mines (Mines)	"
Métal (Metal)	"
Mécanique (Mechanics)	"
Electricité (Electricity)	"
Automatisme (Automation)	"
Textile (Textiles)	"
Travaux publics (Public works)	"
Bois (Wood)	"
Chimie (Chemistry)	"
Vêtement (Clothing)	"
Construction (Construction)	"
Arts plastiques (Plastic arts)	Fine arts
Transport (Transport)	Technology
Enseignement militaire (Military education)	Others
Architecture (Architecture)	Architecture
Arts décoratifs (Decorative arts)	Fine arts
Photographie-cinématographie (Photography-cinematography)	Technology
Livre (Publishing)	"
Dessin de construction (Draughtsmanship)	"

Fields of Study	O.E.C.D. Classification	Fields of Study	O.E.C.D. Classification
Commerce (Commerce)	Social sciences	Enseignement normal moyen (Teacher training in secondary education)	
Administration (Administration)	"		
Organisation (Organisation)	"	a) Non-universitaire (Non-university)	Education
Collectivités (Community development)	"	b) Universitaire (University)	"
Services paramédicaux (Allied medical services)	Medical science		
Service social (Social services)	Social sciences	Enseignement normal technique moyen (Secondary technical teacher training)	"
Sections générales et préparatoires (General and preparatory sections)	According to sections		

Teachers	Place of Training	Length of Study (in years)	Other Information
1. Maîtres de l'enseignement gardien (Nursery teachers)	Nursery teacher training colleges	4	Admission to 1st year of nursery teaching training colleges is possible after 3 years of 1st cycle of secondary education. Admission to 2nd year, however, is possible on successful completion of either the 1st year of 2nd cycle of secondary education or the 1st year of a primary teacher training college. The syllabus is identical to that of 2nd cycle of general secondary education for first 2 years. The same sections exist and students can change from primary teacher training to 2nd cycle of secondary education and vice versa as long as they do not change sections. The course of studies does not lead to the "certificat d'humanités" (secondary leaving certificate). Special training for nursery schools is spread over the last 2 years.
2. Enseignants de l'enseignement primaire (Teachers in primary education)	Primary teacher training colleges	4	Prior to 1967 Candidates are required to have completed 1st cycle of secondary education in order to be admitted to a primary teacher training college. Minimum age requirement is 15. The syllabus includes all the modern and classical arts courses (2nd cycle of secondary education) in addition to a pedagogical training. At the end of the 4th year, the future teachers are examined by a board of examiners made up of members of the teaching staff of the college and a State delegate. Candidates who are successful in this examination are given the title of primary teacher and are granted a "certificat d'humanités" (secondary leaving certificate). Candidates can also obtain a proficiency certificate giving access to higher education. Before the 1967 reform, there was an experimental course organised by the government through which the future primary teachers were recruited, on examination after the period of 2nd cycle secondary education. The training course lasted 1 year. This course was abandoned in September 1968.
	Primary teacher training colleges	5	1967 Reform Since 1st September, 1967, the length of the primary teacher training course of studies has been increased by 1 year. Candidates must hold the 1st cycle secondary certificate. The course is divided into 2 cycles.
		3	1st cycle Students begin the 1st cycle of primary teacher training course where they attend 2nd cycle of secondary education classes as well as classes in music, plastic arts, physical education, manual work and domestic science. The certificate of 2nd cycle secondary education (same conditions as in secondary education) is awarded at the end of this course.
		2	2nd cycle The primary teacher's certificate is awarded to students after completion of the 2-year 2nd cycle of primary teacher training and after an examination. The 2nd cycle includes lectures and training periods preparing students for their work as primary teachers. Teachers who have obtained the proficiency certificate can go on to university.

Teachers	Place of Training	Length of Study (in years)	Other Information
3. Enseignants du degré inférieur de l'enseignement moyen (1er cycle du secondaire) (Secondary school teachers - 1st cycle)	1st cycle secondary teacher training school	2	1st cycle teacher training (higher non-university level) prepares teachers of secondary education (régents) who teach in the 1st cycle of secondary schools and in technical secondary schools (general subjects). In general, age of entry is 18. Candidates are required to hold the secondary leaving certificate. The student teachers are divided into several sections, each one of which includes compulsory subjects particular to the chosen speciality and a group of optional subjects from which students can choose one or two other specialised subjects which they can add to their basic curriculum. The optional courses are always supplemented by courses in methodology and appropriate didactic lessons.
4. Enseignants du degré supérieur de l'enseignement moyen (2ème cycle du secondaire) (2nd cycle general secondary teachers)	Universities		The future teachers in 2nd cycle secondary education are trained in university, admission to which requires a secondary leaving certificate and proficiency certificate giving access to higher education. They take a specialised degree and, parallel to these studies, attend courses in the theory of experimental pedagogy, general methodology, history of education and didactics. Practical classes take place in 2nd cycle secondary schools under the supervision of trainee instructors.
5. Enseignants de l'enseignement secondaire technique (Technical secondary teachers)	Technical teacher training colleges		1st cycle secondary teachers and 2nd cycle secondary teachers ("agrégés") teach general subjects in technical schools. Teachers of theoretical and practical technical subjects are trained either on a full-time basis in technical teacher training schools (Higher non-university level) or part-time in technical teacher schools. As far as technical teacher training schools are concerned, age of entry is 18, and candidates are required to hold the secondary leaving certificate in general or technical studies. Training of future teachers in agricultural and horticultural subjects was provided in technical teacher training schools known as "primary" type. These schools no longer exist. In part-time technical teacher training, there are 2 types of courses:
		2	(1) Secondary technical teacher training courses: In order to attend these courses, candidates are required to hold a 2nd cycle secondary technical or vocational leaving certificate. However, for student-teachers of practical vocational courses a 1st cycle certificate in technical or vocational studies plus three years of practical experience and a complementary training are alone required. The syllabus is based on pedagogic studies and examinations are held annually before a school examinations board. A pass in these examinations entitles students to the certificate in teaching proficiency. Teachers of practical vocational studies and trade technology and teachers of theoretical technical studies are trained here.
		1	(2) Other technical teacher training courses: There are also courses exclusively for candidates holding a higher education qualification. The courses, which usually last one year, are generally attended by people who are already in the teaching profession. They give no legal rights.

Teachers	Place of Training	Length of Study (in years)	Other Information
6. Enseignants des écoles normales (Teachers in teacher training colleges)			Teachers in training colleges for 1st cycle of secondary schools are required to hold a 2nd cycle secondary teacher's certificate. The diploma of licentiate in pedagogical sciences which is delivered by the universities after 4 years of study is required for teachers in pedagogy and methodology. In order to teach in secondary technical teacher training schools, candidates must have the same qualifications as those required in higher technical schools. However, the special subjects in technical education for women are taught by graduates of the technical secondary teacher's training schools. In both types of teacher training each body is entitled to appoint the staff of its own establishments.
7. Personnel enseignant des universités (University teaching staff)			In State universities, courses are given by ordinary and extraordinary professors, senior lecturers, visiting professors and lecturers, all of whom are appointed by royal decree. In order to become a lecturer candidates are required to hold a doctor's, pharmacist's or engineer's diploma or a higher teaching qualification. Before appointments, the King is advised by the faculty in question and the administrative board of the university. Professors are appointed on the administrative body's decision from amongst the lecturers who exercice no other paid function taking up a great part of their time and who have, for a minimum of 4 years, taught for at least 5 hours a week. In the Catholic University of Louvain, the members of the teaching staff, both professors and lecturers alike, are appointed by the Belgian Bishop's Council. In the independent University of Bruxelles, this is the right of the administrative body. Professors in both these universities benefit from the same advantages concerning salary and superannuation as their colleagues in State universities.

BIBLIOGRAPHY

Schools systems: A Guide, Council of Europe

Schools in Europe, vol. II, part A. Edited by Walter Schultze, Verlag Julius Beltz

Annua re statistique de l'enseignement

Study on Teachers - Denmark, Belgique, Luxembourg, OECD, 1969

Le nouveau régime de l'accès aux universités (Loi du 8 juin 1964, Ministère de l'Education nationale et de la Culture)

World Survey of Education - UNESCO

Development of Higher Education, 1950-1967 - Statistical Survey - OECD, 1970

La planification de l'enseignement en Belgique par M. Coulon (Etude de sociologie de l'éducation)

Conseil National de la politique scientifique, Commission spéciale sur l'expansion universitaire

Report from the Ministries of National Education and Culture of Belgium - Some views on the educational evolution in 1966-67 - 30th International Conference on Education - Geneva 1967

Report from the Ministries of National Education and Culture of Belgium - Some views of the educational evolution in 1970-71 - 33rd International Conference on Education - Geneva 1971

DENMARK

(July 1971)

Compulsory schooling: 7 years from the age of 7 to 14.
This will be extended to 8 years in 1972-73 and to 9 in 1973-74.

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
1. Pre-primary education							
1.1. Børnehave (Nursery school)	1-3	-	-	All day, half day or a certain number of hours per day	Subsidised private or local authority institutions under the authority of the Ministry of Social Affairs. Parents pay part of the costs.	Pre-primary	-
1.2. Børnehaveklasse (Pre-school class)	1	5-6 years old	-	3 hours per day	Pre-school classes are organised by the local school authorities according to demand or by private schools. No fees are paid.	Pre-primary	-
2. Public primary and 1st cycle secondary schools (Folkeskolen)							
2.1. Hovedskolen (Main department of the primary school)	7	7 years old. Children may be enrolled at the beginning of the school year in which they reach 6½ years of age, if their parents so wish	Certificate of completion of compulsory schooling may be issued on request	1st and 2nd yrs: 4 hours daily; 3rd and 4th yrs: 5 hours daily; 5th to 7th yrs: 6 hours daily	Hovedskolen coincides with the period of compulsory education which at present is 7 years, but in 1972/73 will be extended to 8 years and in 1973/74 to 9 years. About 5 per cent of the children attend private schools subsidised from public funds. For the purpose of comparisons on an international level only the first 5 years of schooling may be considered elementary proper.		1-7
1st to 5th year						Primary	1-5
6th and 7th year						General secondary (a)	6-7
2.2. 8, 9 og 10 klasse Folkeskole (1st cycle secondary department of 8th, 9th and 10th form classes)	1, 2 or 3	Hovedskole (7 years)	Certificate on completion of the 8th, 9th or 10th form stating examination results in subjects studied, preparatory technical examination I and preparatory technical examination II	6 hours daily	Pupils may leave school on completion of the 8th, 9th or 10th form. The curriculum includes many optional subjects. Compulsory subjects as follows: Danish, numbers, general orientation, social sciences, religious knowledge and physical education. English, German, typing, natural science, mathematics, wood and metal work and creative activities are the more common optional subjects chosen.	General secondary (b)	8 8-9 or 8-10

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
2.3. Realafdeling (1st cycle secondary examination department)	3	Hovedskole (7 years). A promotion test and a statement from the school testifying suitability for further studies	Realeksamen. (1st cycle secondary school leaving examination)	Full time	Transfer to the 2nd cycle secondary school (gymnasium) may take place on completion of the 2nd "real" form or after passing the "realeksamen". Passes in Danish, arithmetic, mathematics and two foreign languages are required for entering the 2nd cycle secondary school.	General secondary (a)	8-10
3. Specialundervisning (Special education	Variable	Variable	Variable	Full time	Special instruction for mentally and physically handicapped children is provided either in special classes or in special schools at all levels of general education. Handicapped pupils can, at all levels of general education, remain and be instructed in the ordinary school environment if their parents so wish and are able to take care of the children at home provided institutionalising is not considered part of their treatment. Observation instruction programmes, organised by school psychology advisory services and co-operation with the Children and Young People's Service ensure that all handicapped pupils are given optimal educational opportunities corresponding to their capacities and talents. Children who are mentally or physically handicapped to the extent that they cannot benefit from special instruction provided in the public or private primary schools are referred to special State schools.	Special	Variable
4. Gymnasiale uddannelser (2nd cycle secondary education)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4.1. Højere Forberedelseseksamen (Courses leading to the higher preparatory examination)	2	No formal entrance requirements, but most students have completed 10 years of school	Certificate "Højere forberedelseseksamen" (higher preparatory examination) stating examination results in obligatory and optional subjects. Passes in this examination give access to teacher training colleges and to universities and institutions of higher education provided the studied subjects are relevant to the chosen field of study at the post secondary level.	Full time or part time	Courses leading to the higher preparatory examination certificate are private as well as public. The examination is a State controlled examination.	General secondary (a)	11-12
4.2. Gymnsium (2nd cycle secondary school)	3 (intensive public or private courses, 2 years)	Minimum 9 years of school: normally 7 years in a "Hovedskole" and 2 years in the 1st cycle secondary school ("real" department) or 10 years (passes in the "real" examination)	"Studentereksamen" (2nd cycle secondary school leaving examination) giving the right, subject to regulations in force, to immatriculate at universities.	Full time or part time, (day or evening classes)	The Gymnasium (2nd cycle secondary school) is divided up into two sections each of which at the end of the 1st year is subdivided into 3 branches: Linguistics: modern languages, civics, classical languages; Mathematics: mathematics-physics, civics, natural sciences. The "Studentereksamen" may be passed in any of the branches. 2nd cycle secondary schools and courses are either public or private, but the examination is a State controlled examination.	General secondary (a)	10-12 or 11-13

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5. Other types of secondary education							
5.1. Efterskoler (Continuation schools)	3 to 10 months	Hovedskole (7 years)	No examination	Full time	The schools are private and residential. They receive State grants and the pupils receive aid, covering most or all of the expenses, from public funds. General education is provided with compulsory and optional subjects corresponding to the 8th, 9th or 10th form levels according to the previous education of the pupils.	General secondary (b)	8-9 or 10
5.2. Ungdomsskoler (Youth schools) Ungdomskostskoler (Youth boarding schools)	1 or 2	Hovedskole (7 years)	Certificate of State controlled examination on completion of the 8th or the 9th form. Technical preparatory examination or leaving certificate without examination.	Full time or part time, day or evening classes	Youth school general education provides at least: 144 lessons a year of which at least 36 must be in vocationally and socially oriented subjects. Youth school in preparation for examinations or basic vocational training: 480 lessons over a period of 2 years, or 144 lessons during 1 year respectively. The schools are public or private. Private schools receive State grants and pupils receive aid from public funds.	General or technical secondary (b)	8 or 8-9
5.3. Folkehøjskoler (Folk high schools) Courses: - Almindeligt (general) - Udvidet (higher) - Idraets-og gymnastik (athletics and gymnastics) - for fysisk handicappede (education for physically handicapped children)	3, 5 or 10 months' courses	No formal entrance requirements but Hovedskole (7 years) and 18 years of age	No examination	Full time	The schools are private residential schools receiving State support, and the pupils are granted scholarships to cover part or all expenses according to choice of course. Explicit curriculum regulations are not enforced. At least half of the weekly number of lessons, with a minimum of 24, must be devoted to general subjects: Danish language and literature, history, arithmetic and civics.	Secondary General (b) General (a) " " Special	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
- med sygepleje-og forsorgsuddannelse (preparatory course for nurses and social assistants) - med handarbejds- og sløjduddannelse (dressmaking and woodwork) - med forberedelse til laeruddannelse (preparatory teacher training courses) - med forberedelse til hogere forberedelseks (2nd level preparatory certificate course)					Some of the schools are specialising in certain subjects or fields of study, e.g. languages, physical education, art, music, etc. and their names may vary accordingly. One or several terms of 3 to 5 months or variable.	Technical (b) Technical (b) General (a) General (a)	
5.4. Landbrugsskoler (Agricultural schools) Courses: - Forberedelse på landbrugsskoler (Agricultural college preparatory course) - Almindelig (1st level) - Fortsaettelse (Complementary) - Havebrugs (Horticulture) - Skovbrugs (Forestry) - Mejeribrugs (Dairying)	6-9 months	Hovedskole (7 years) and 18 years of age	Normally no examinations, but a few of these schools offer courses giving access to the Royal Danish College of Veterinary and Agricultural Sciences	Full time	Most students have practical experience in agriculture. The schools are private residential schools receiving State grants, and students are granted scholarships to cover most or all of the expenses according to the choice of course.	Technical secondary (a) (b) (b) (b) (b) (b)	Variable

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5.5. Husholdnings-skoler (Home economics schools) Courses: - Almindeling (1st level) - Andre (Others)	3-5 months	Hovedskole (7 years). To obtain scholarships applicants must be 17 years of age.	Leaving certificate according to type of studies	Full time	Courses vary according to the level of previous education of pupils and the level to which they have studied obligatory home economics at school. Pupils may specialise either in home economics (nutrition, family life and work technique) or in sewing and needlework. The schools are private residential schools receiving State grants, and pupils are granted scholarships covering part or all of the expenses. Completion of the home economics course gives access to training colleges for home economics teachers and to other socially orientated training courses	General or technical secondary (b)	Variable
5.6. Fritidsundervisning (Leisure-time instruction and other activities of non-formal education)	At least 20 lessons half-yearly	At least 18 years of age. Certain activities also for children and young people, 14 to 18 years of age	See paragraph 1 of column (6)	Part time (mainly evening classes, 2 to 4 hours a week)	Normally participants study only one or two subjects of their own choice, and no examinations are passed. Instruction may, however, also be given in preparation for examinations in certain subjects or in fields of study (for instance technical preparatory examination I and II, "real" examination and higher preparatory examination). The following types of activities are provided for and subsidised by the State: evening classes, evening high school classes, study circles, series of lectures, courses in preparation for tests or examinations, special instruction for handicapped, vocational courses, interest groups for children and adults.	Primary or general secondary (Complementary)	Variable
6. Vocational and technical secondary education							
6.1. Navingationsskoler (Nautical schools)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.1.1. Styrmand (Mate)	1½	Applicants must have completed compulsory education and have been 47 months at sea. 3 months' preparatory course.	Styrmandseksamen (2nd mate's certificate) after active service at sea promotion to 1st mate	Full time	3 semesters of 850 lessons (languages, mathematics, natural science, navigation and machine instruction and practical service).	Technical secondary (b)	Variable
6.1.2. Skibsfører (Shipmaster)	½	Applicants must have passed mate's certificate examination and have a certain period of active service at sea as 1st mate	Shipmaster's certificate	Full time	850 lessons. Supplementary courses in English navigation and maritime law.	Technical secondary (b)	Variable
6.1.3. Radiotelegrafist (Wireless operator 2nd class and 1st class)	1-1½	Applicants must have completed compulsory education and be at least 17 years of age	Wireless operator's certificate 2nd and 1st class	Full time	2 terms of 850 lessons (arithmetic, mathematics, physics, radio-techniques and regulations, practical service, radio correspondence).	Technical secondary (b)	Variable
6.2. Maskinmester- og maskinistskolerne (Schools for marine engineers)							
6.2.1. Maskinist (Marine engineer's assistant)	½	The applicant must have completed apprenticeship training as a mechanic, have passed his journeyman's test, have practiced his trade for at least a year and produce evidence for skills in machine designing and sketching	Certificate as Marine engineer's assistant	Full time	Examination in the following subjects: Danish, arithmetic, machine operation techniques and electrotechnique.	Technical secondary (b)	Variable
6.2.2. Maskinmester (Marine engineer)	1½	As for 6.2.1. and technical preparatory examination or "real" examination	Marine engineer's certificate	Full time	Examination in the following subjects: Danish, English, mathematics, physics and chemistry, machine operation technique, electrotechnique, health education, marine legislation.	Technical secondary (b)	Variable

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification: Type of Education (7)	O.E.C.D. Classification: Years of Study (8)
6.2.3. Udvidet maskinmestereksamen (Marine engineer, with electrotechniques)	½	As for 6.2.1. and passes in the Marine engineer's certificate examination	1st class Marine engineer's certificate (with electrotechniques)	Full time	Examination in the following: Danish, English, German, physics and chemistry, machine operation technique and electrotechnique (high voltage).	Technical secondary (b)	Variable
6.2.4. Skibselektriker (Marine electrician)	½	The applicant must have completed apprenticeship training as an electrician and have passed the journeyman's test	Marine electrician's certificate	Full time	In addition to the regular training as an electrician he must have licence as an "elektroinstallator".	Technical secondary (b)	Variable
6.3. Tekniske skoler (Technical schools)							
6.3.1. Laerlinge-uddannelse-Industri og håndvaerk (Apprenticeship training - Industry and handicrafts)	3½-4	Completed 7 years of compulsory education (in most trades 8 or 9 years of schooling required)	The journeyman's test	Full time (block release)	Apprenticeship training (articles of apprenticeship between the apprentice and the master craftsman or industrial enterprise) is the normal type of training in handicrafts. Theoretical instruction at technical schools on day release on full pay is compulsory for a certain number of weeks each year during the training period, the length of which is laid down in the contract. It includes 800-1800 lessons. 34 different groups of handicrafts or industrial trades are covered by the apprenticeship training programme. A reform of apprenticeship is envisaged. "Tekniske skoler" are private but State subsidised.	Technical secondary (b)	Variable

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.3.2. Teknisk assistent (Technical assistant)	2	Completed 9 years of general education as a minimum or passes in the technical preparatory examination or the "real" examination	Technical assistant's certificate	Day or evening courses	3 sections of study: building and construction, mechanical and electrotechnical industries, and planning and administration. 1st period of 20 weeks of theoretical instruction, at least 1 year of practical training in a relevant field of industry and subsequent 24 weeks of theoretical instruction. Theoretical instruction comprises mathematics, natural science, technology, drawing, calculation and administrative techniques and economy.	Technical secondary (b)	10-11/12
6.3.3. Tekstiltekniker (Textile technician)	2	Passes in technical preparatory examination with 2 foreign languages or "real" examination with mathematics	Textile technician's certificate	Full time	One year of practical training in an industrial enterprise according to regulations laid down by the Directorate of Vocational Education and one year of theoretical instruction in a technical school in this country and/ or in a foreign country according to regulations in force.	Technical secondary (b)	10-11/12
6.3.4. Laborant (Laboratory assistant)	½ year preparatory course and 1½ years regular course	Applicants must be 16 years of age and have passed either the preparatory technical examination with 2 foreign languages or the "real" examination with mathematics, corresponding or higher examinations	Laboratory assistant's certificate	Full time or part time	Theoretical basic course of 22 weeks' duration (792 lessons) and 1½ years' practical training approved by the Directorate for Vocational Education.	Technical secondary (b)	11-12
6.3.5. Laboratorietekniker, Kemotekniker (Laboratory technician, chemistry technician)	½	Applicants must be 18 years of age and have passed the examination for Laboratory assistant's certificate with physics as a special subject	Laboratory technician's certificate or chemistry technician's certificate	Full time or part time	880 lessons covering mainly mathematics, physics, and laboratory techniques (Laboratory technicians). Chemistry, measuring techniques, electronics and knowledge of materials (Chemistry technicians).	Technical secondary (b)	13

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.3.6. Maskintekniker, Elektroniktekniker (Machine technician, electronics technician, etc.)	1-1½	The applicants must have completed 7 years of compulsory education and have passed the technical preparatory examination with two foreign languages, "real" examination or corresponding or higher examinations	Technician's certificate examination in the fields in question	Full time or part time	They must further either have completed apprenticeship training with journeyman's test in any of a specified number of trades or have fulfilled certain minimum requirements for practical training or work in specified fields of trade. Technicians training cover a number of different trades. Theoretical instruction is offered at technical schools and the number of lessons required is normally about 800 half-yearly.	Technical secondary (b)	Variable
6.3.7. Byggetekniker (Building technician)	1½	Applicants must have passed the technical preparatory examination with 2 foreign languages, the "real" examination with mathematics or higher examination.	Building technician's certificate examination	Full time	They must have completed apprenticeship training in a building trade or related trade and have passed the journeyman's test or either have completed a 1-year course at workshop school supplemented by at least 1 year of practical work or have been employed in manual work in a building firm for no less than 3 years after having completed their 16th year. Instruction covers a large number of subjects among which house building and technical drawing and mathematics take up about half of the number of lessons totalling 2400.	Technical secondary (b)	Variable
6.4. Handelsskoler (Commercial schools)							
6.4.1. Laerlingeuddannelse Handels- og kontorfag (Apprenticeship training - commerce and clerical training)	2-4	Passes in the 8th form State controlled examination, corresponding or higher qualifications or completed a preparatory course of 240 lessons	Commercial assistant's examination certificate	Sandwich courses	Theoretical instruction at commercial schools includes a total of 720 to 800 lessons depending on section (Wholesale or retail trade or clerical work). Commercial schools are private but subsidised from public funds. An examination committee composed of representatives of the Ministry of Education, of employers' organisations, Union of Commercial and Clerical Employees and commercial school teachers work out the examination	Technical secondary (b)	Variable

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification: Type of Education (7)	O.E.C.D. Classification: Years of Study (8)
					papers to be answered by candidates for the commercial assistant's examination.		
6.4.2. Handelseksamen (Commercial examination) 4 sections: - general - accounting - languages - sales	1	Variable according to sections, see column (6)	Commercial examination	Day school instruction, 30 to 36 lessons weekly for 40 weeks	Entrance requirements: Passes in the commercial assistant's examination (general and languages sections, with English and German) or be 17 years of age and passes in the State controlled examination at the termination of the 9th form (general and sales sections), or 10th form (accounting and languages sections) or the "real" examination or corresponding or higher examinations. External examiners are appointed by the Directorate of Vocational Education.	Technical secondary (b)	11-12
6.4.3. Højere handelskola (Higher commercial school)	1-2	Passes in the commercial assistant's examination, commercial examination or 2nd cycle secondary leaving examination or corresponding or higher examination	Higher commercial examination giving access to Schools of Economics and Business Administration	Full time	The course lasts 2 years for students with commercial training (commercial assistant's examination or commercial examination) and 1 year for holders of 2nd cycle secondary leaving examination.	Technical secondary (b)	12/13 or 13/14
7. Higher education							
7.1. Technical education							
7.1.1. Bygningskonstruktør (Building constructor)	2	Building technician's certificate	Building constructor's certificate	Full time	The training is divided into 2 parts. The 1st part consists of 3 semesters of 20 weeks of instruction comprising 2400 lessons of which house building techniques and planning take up about half of the lessons. The 2nd part comprises of 720 lessons and includes the working out of a building project and an optional special study.	Higher non-university (technology)	Variable

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.1.2. Teknikum (Colleges of Technology)	3	Applicants must have completed 10 years of education or have passed the higher preparatory examination with 2 foreign languages or the "real" examination with mathematics, have completed apprenticeship training of have fulfilled the requirements for practical training in a relevant trade and have passed in the entrance examination	Teknikum ingeniør (engineer's diploma)	Full time	Passes in the 2nd cycle secondary leaving examination, mathematics section, however, gives applicants exemption from the entrance examination. "Teknikum" engineering is divided into 4 sections: - Building techniques section (construction and house-building branches); - Electrotechniques section (high voltage and low voltage branches); - Machine techniques section (mechanical-termical and mechanical-technological branches); - Production techniques section.	Higher non-university (technology)	16-18
7.2. Laereruddannelse (Teacher training)							
7.2.1. Børnehave- og fritidspaedagogseminarier (Teacher training colleges - nursery teachers)	3	Applicants must be at least 18 years of age, and have completed 9 years of general education and have practical experience through work at an institution for children for 4 months	Afgangsbevis fra et børnehave- og fritidspaedagogseminarium (Nursery teacher's training certificate)	Full time	Curriculum: pedagogical and social subjects, physical education and workshop activities, Danish literature and natural sciences. About 1/3 of the duration of the training period consists of practical training at relevant institutions. The student may specialise in teaching children in nursery schools, kindergartens and pre-school classes and instruction of children and young people participating in activities under the relevant Act.	Higher non-university (education)	10/11-13/14

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.2.2. Laererseminarier (Teacher training colleges)	3½-4	2nd cycle secondary school leaving examination, or higher preparatory examination	Afgangsbevis fra et laererseminarium (teacher training certificate - "folkeskole")	Full time	The aim of teacher training is to lay the academic and professional foundation for teaching in the primary and 1st cycle secondary school (folkeskole). Teacher training colleges are either State or private colleges. The curriculum of the teacher training colleges comprises: 1. Pedagogical subjects. 2. The basic subjects of the "folkeskole". 3. Intensive studies in two of these subjects. 4. Candidates may specialise in teaching of children in the lower forms, the higher forms of the "folkeskole" or in instruction of handicapped pupils.	Higher non-university (education)	13-15½/16
7.2.3. Husholdningsseminarier (Domestic science training colleges)	2½	2nd cycle secondary leaving certificate. Most of the applicants have the teacher's certificate in addition to this	Domestic science teacher's certificate	Full time	Numerus clausus.	Higher non-university (education)	13-14½
7.2.4. Danmarks Højskole for Legemsevelser (Danish Institute of physical education)	1-2	Secondary leaving certificate (2nd cycle) or primary teacher's certificate	Teacher of physical education or coach	Full time		Higher non-university (education)	13-14
7.3. Specialised higher education							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.3.1. Den Polytekniske Laereanstalt (Technical university of Denmark) 4 branches of study: - Bygningsingeniørstudiet (Building and construction engineering) - Elektroingeniørstudiet (Electrical engineering) - Kemiingeniørstudiet (Chemical engineering) - Maskiningeniørstudiet (Mechanical engineering)	4½-5½	2nd cycle secondary school leaving certificate mathematics section, mathematics-physics branch	Candidatus polytechnisis (cand. polyt.) (Diploma in engineering)	Full time	Numerus clausus regulations on the basis of marks in mathematics and the sciences special entrance examination. Graduates of a Teknikum are admitted, subject to passing a supplementary examination in biology and physiology. Further specialisation in ceramics, metallurgy and bio-techniques is possible in the chemistry branch.	Higher university (technology)	
7.3.2. Danmarks Ingeniørakademi (Engineering Academy of Denmark) 4 branches of study: - Bygningsingeniørstudiet (Building and construction engineering) - Elektroingeniørstudiet (Electrical engineering) - Kemiingeniørstudiet (Chemical engineering) - Maskiningeniørstudiet (Mechanical engineering)	3½-4	See 7.3.1. (Columns 3 and 6)	Akademiingeniøreksamen (Academy diploma in engineering)	Full time	The studies have a more pronounced practical bias than those at the Technical University, (6 to 12 months' practical experience is required). Courses are divided into three parts.	Higher university (technology)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.3.3. Den kgl. Veterinaer- og Landbohøjskole (The Royal Veterinary and Agricultural College) Branches of study: - Veterinaerstudiet (Veterinary) - Landbrugsstudiet (Agriculture) - Landinspektørstudiet (Surveying) - Havebrugsstudiet (Horticulture) - Skovbrugsstudiet (Forestry) - Mejeribrugsstudiet (Dairying)	3½-6	2nd cycle secondary school leaving examination (maths.) or higher preparatory examination with mathematics or special entrance examination. For certain fields of study (for instance forestry, agriculture and horticulture) practical experience is required.	Degrees granted: Candidatus medicinae veterinariae Candidatus agronomiae Candidatus geometriae Candidatus hortonomiae Candidatus silvinomiae Candidatus lactonomiae	Full time	Numerus clausus. Courses are divided into three parts of which the first part is common to all studies.	Higher university (agriculture)	
7.3.4. Tandlaegehøjskolerne (Dental colleges)	5½-6	2nd cycle secondary school leaving examination (with a certain minimum result). Higher preparatory examination with methematics or special entrance examination.	Candidatus odontologiae	Full time	Numerus clausus regulations on the basis of average marks obtained in the examination giving access. The course is divided into two parts. For "jus practicandi" graduates must have 2 years of recognised practical experience.	Higher university (medical sciences)	
7.3.5. Danmarks Farmaceutiske Højskole (The Royal Danish School of Pharmacy)	5	2nd cycle secondary school leaving examination (mathematical section) or higher preparatory examination with mathematics or special entrance examination	Candidatus pharmaciae	Full time	Numerus clausus regulations on the basis of average marks obtained in the examination giving access. The course is divided into two parts. Passes in the first part is equivalent to a pass in the dispensing pharmacist's assistant's examination.	Higher university (medical sciences)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification: Type of Education (7)	O.E.C.D. Classification: Years of Study (8)
7.3.6. Handelshøjskoler (Schools of Economics and Business Administration		2nd cycle secondary school leaving examination (any branches). Higher preparatory examination with relevant options in languages. "Real" examination with 2 foreign languages. State controlled examinations on completion of the 9th or 10th form of the "folkeskole" with 2 foreign languages or completed compulsory education supplemented by completed post secondary studies in languages or commercial subjects with certain minimum marks in the examination. (Higher commercial examination).		Full time or part time	Two schools: one in Copenhagen, one in Aarhus. Students may be enrolled for special studies in the following fields: banking, insurance, management, accounting, international commerce, public administration and foreign languages. Most studies leading to a degree are divided into three parts of 2 years duration. Each of the parts may, however, lead to a recognised qualification.	Social sciences	
Branches of study:							
Den sprolige retning (languages section)							
- Korrespondentstudium (correspondent)	2		State examination leading to foreign correspondent's certificate (in one or several languages)			Higher non-university	
- Afgangseksamen	+2		Diploma in commercial linguistics			Higher non-university	
- Diplomprøve			Graduate in commercial linguistics			Higher non-university	
- Kandidateksamen	+2		Candidatus linguae mercaturae (cand. ling. merc.)			Higher university	
Erhvervsøkonomiske (business economy)							
- Almene studium (general courses)	3		General diploma in business economy			Higher non-university	
- Kandidatstudium	+3		Candidatus mercaturae (cand. merc.)			Higher university	
- Diplomprøve (special courses in business economy)	2		Diploma in business economy (special studies)			Higher non-university	
7.3.7. Det Kongelige Akademi for de Skonne Kunster og Den Jyske Arkitektskole (The Royal Academy of Fine Arts and Architect's School)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.3.7.1. Malerskolen og Billed-Huggerskolen (Schools of Painting and Sculpture)	5	The candidates are selected on the basis of their production in drawings and other work done at courses and on their own	No examination and no diploma awarded	Full time	-	Higher non-university (fine arts)	
7.3.7.2. Arkitekskolen (The School of Architecture)	5	Students certificate mathematics section or an admission exam.	Architect	Full time	The course is divided into two parts, after each an examination must be passed. Each year the number of students must be restricted.	Higher university (architecture)	
7.3.8. Musikkonservatoriene (Academies of Music)	5	Entrance examinations covering musical ability and skill	A certificate is obtained after having passed the final examinations	Full time	There is a 2-year "forskole" (pre-course) and a 2 or 3-year "hovedskole" (main course). In the main course, five different branches are available. Among them there is the Academy of Opera, lasting 2 years.	Higher non-university (fine arts)	
7.3.9. Danmarks Biblioteksskole (Danish School of Librarianship)	4	Studentereksamen or equivalent	Librarian's certificate. Assistant librarian's certificate	Full time	During the study periods the student has practical experience. There are two sections, one for librarians and one for assistant librarians. In both sections the course is terminated by an examination.	Higher non-university (humanities)	
7.4. Universiteter (Universities)					There are three universities; Copenhagen, Aarhus and Odense, each divided into faculties or departments. As a general rule the Danish 2nd cycle secondary certificate ("Studentereksamen") is required as a condition of entrance. The university year is made up of two terms. The 1st degree awarded is the "Kandidateksamen"; universities and other institutions of higher education can also award "licentiate" (post graduate degrees) which generally require 2 or 3 years of further study and research carried out under the guidance and supervision of a "tutor" specially appointed for this purpose.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					Doctorates are also awarded in Denmark but only on completion of independent research work generally carried out in collaboration with a research institute affiliated to a university or other institute of higher education.		
7.4.1. Teologi (Faculties of theology) Copenhagen and Aarhus only	6-7	2nd cycle secondary school leaving examination (with Latin and Greek)	Candidatus theologiae (cand.theol.)	Full time	If Latin and Greek have not been studied in the gymnasium, examination in these languages must be passed at the University.	Higher university (humanities)	
7.4.2. Samfundsvidenskabeligt område (Department of Social Sciences)	5-6	2nd cycle secondary school leaving examination		Full time		Higher university	
- Retsvidenskab (jurisprudence)			Candidatus juris (cand.jur.)			(law)	
- Statsvidenskab (economics, political science)			Candidatus scientiarum politicarum (cand.scient.polit.) Candidatus oeconomices (cand.oecon.)			(Social sciences)	
- Sociologi (sociology)			Canidatus scientiae (cand. scient. soc.)			(Social sciences)	
- Forsikringsvidenskab (actuarial science)			Candidatus actuarii (cand.act.)			(Social sciences)	
- Statistik (statistics)			Candidatus statisticae (cand.stat.)			(Social sciences)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (8)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.4.3. Det filosofiske eller humanistiske hovedområde (Department of philosophy or the humanities) of which:	2	2nd cycle secondary school leaving examination (studentereksamen) in a relevant section. Higher preparatory (højere forberedelseseksamen) with relevant options.	Examinatus artium (exam.art.)	Full time	Minor subject. The examination is below first degree level. (bifagseksamen).	Higher non-university (humanities)	
- Filologie (philology)	4		Candidatus philosophiae (cand.phil.)	Full time	One subject at major level (hovedfagseksamen).	Higher university (humanities)	
- Filosofi (philosophy)							
- Psykologi (psychology)	6		Candidatus magisterii (cand.mag.)		The examination covers a major and a minor subject and is the ordinary qualification for 2nd cycle secondary school teachers.	"	
- Historie (history)							
- Arkaeologi (archaeology)							
- Etnografi (ethnography)	6-7		Magister artium (mag.art.)		Specialised study on one subject (research degree).	"	
- Religionshistorie (history of religion)	5-7		Candidatus psychologiae (cand.psych.)			"	
- Litteraturhistorie (literary history)	5-7		Magister psychologiae (mag.psych.)		For teaching qualification, "paedagogicum" is required.	"	
- Kunsthistorie (art history)							
7.4.4. Laegevidenskab (Medicine)	7½	2nd cycle secondary school leaving examination	Candidatus medicinae et chirurgiae (cand.med.)	Full time		Higher university (medical sciences)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.4.5. Det naturvidenskabelige fagområde (Departments of mathematics and natural sciences)	4	2nd cycle secondary school leaving examination. Mathematics section (any branch). Higher preparatory examination with relevant options.	Candidatus scientiarum (cand. scient.)	Full time	For teaching qualification in the 2nd cycle secondary school the "paedagogicum" is required.	Higher university	
- Matematik (mathematics) - Fysik/kemi (physics/chemistry) - Zoologi (zoology) - Botanik (botany) - Geologi (geology) - Astronomi (astronomy) - Geografi (geography)	6-7		Magister scientiarum (mag.scient.)			(Pure sciences) " " " " " (Social science)	
7.4.6. Danmarks Laererhøjskole (Royal Danish College of Educational Studies)	Variable	Teacher training college diploma. Special 1-year courses in relevant field. 2 years' practical experience in teaching. Good reading knowledge in English and German.	Candidatus paedagogiae (cand.paed.)	Full time or part time	In addition to the degree studies in pedagogics, educational psychology and in advanced studies in subjects included in the curriculum of the "folkeskole", the college offers advanced 1-year courses and shorter courses in a number of disciplines for teachers, in many of which teachers may participate on leave of absence with full pay.	Higher university (education)	
7.5. Other institutions of higher education							
7.5.1. Sociale Højskolen (School of social work)	3	Age: 21-35 years. No special examinations are required, but most of the applicants have "studenter" or "realskole" certificates.	Social worker's certificate	Full time	Both practical and theoretical education.	Higher non-university (social science)	
7.5.2. Sygeplejeuddannelse (Nursing school)	3	Pre-courses of 5 months, 1 year of practical experience in a hospital	Nurse	Full time	Practical and theoretical education. There are courses of 9 months' duration for further specialisation in administration, etc. at the Nursing College ("Danmarks Sygeplejerhøjskole") at the University of Aarhus.	Higher non-university (medical science)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.5.3. Jordemoderskole (School of midwifery)	3	Age: 20-30 years. The candidates must pass a test after 4 months.	Midwife	Full time	The school is situated in Copenhagen, as a part of "Rigshospitalet" (public hospital).	Higher non-university (medical science)	
7.5.4. Fysioterapeut - Beskaeftigelsesterapeut (Colleges of Physiotherapy and of Occupational therapy)	3	19 years old. "Studenter" or "realskole" certificate. Good health. Some experience of practical work in a home, at a hospital, etc.	Examinations and diploma as a physiotherapist or occupational therapist	Full time	Both practical and theoretical education.	Higher non-university (medical science)	

Teachers	Place of Training	Length of Study (in years)	Other Information
1. Børnehave (Nursery school)	Børnehave- og fritidspaedagog-seminarier (Training colleges for nursery school teachers)	2	The applicants must have completed 9 years of general education and 4 months practical experience at an institution for children, and the age limit is 18 years. The education is both theoretical and practical and a final examination is held under the supervision of the Ministry of Education.
2. Folkeskolen (Primary school) Realskolen (1st cycle secondary school)	Laererseminarier (Teacher training colleges)	-	The fundamental aim underlying the teacher training is to produce teachers equipped to teach in all grades of the "folkeskole" i.e. the 1st to 7th grades, the 8th, 9th and 10th grades and the 1st, 2nd and 3rd "real" classes. Both public and private colleges exist. <u>Teacher training prior to 1969/1970</u>
		2½	Courses for teachers of infant classes (earliest grades). An admission test must be passed by applicants without the "studentereksamen" and the age limit is 20 years.
		4	General course. The "realskole" certificate is necessary. In addition, most students attend preparatory courses of varying length, and then pass an entry examination before being accepted. The age limit is 18 years.
		3	General course for applicants with the "studentereksamen". Age limit 19 years. Some of the colleges provide evening classes, lasting a year longer than the normal duration. Each of the colleges has a practice school connected to it. Although the education of teachers is expected to enable them to teach all the subjects of the primary school i.e. to be class teachers, there is a provision for specialisation in certain subjects particularly for teaching in the higher grades, so that training is really a combination of the training usually given to class teachers and subjects teachers. <u>Teacher training as from 1969/1970</u>
		3½-4	Entrance to teacher training colleges is conditional upon having passed either the "studentereksamen" or a "højere forberedelseseksamen" (2-year higher preparatory course introduced in 1967/1968). The curriculum comprises pedagogical subjects, basic subjects of the "folkeskole" and intensive studies in two of these subjects. Candidates may specialise in teaching of children in the lower forms, the higher forms of the "folkeskole" or in the instruction of handicapped children.

Teachers	Place of Training	Length of Study (in years)	Other Information
	Danmarks Laererhøjskole (Danish Higher College of Education)	Variable	This institution offers a variety of courses, providing further education for trained Danish teachers. The college is located on the same premises as a regular teacher training college and the Danish Institute for Pedagogical Research, so co-ordination of activities is possible. Most of the courses are of 3-10 months' duration, with or without an examination. In addition, a 3-year course is offered for teachers who want to qualify as Candidates in Education (Cand.Paed.). Possibilities to obtain the degree of licentiate or doctor in education also exist.
3. Gymnasium (2nd cycle secondary school leading to higher education)	Universiteter (Universities)	4-7	Holders of the "skoleembedseksamen" are the principal sources of recruitment to Gymnasium teachers. The final examination when taken at the Faculty of Philosophy, is known as the language-history "embedseksamen" and the degree conferred on successful students is "Cand.Mag.". When the final examination is held in the Faculty of Mathematics and Natural Sciences it is known as the natural sciences "embedseksamen" and the degree is the "Cand.Scient.". The latter is a relatively new title, as previously all graduates passing the "skoleembedseksamen" were given the title "Cand.Mag.". Students take two subjects which they study intensively, a major (hovedfag) and a subsidiary (bifag), both of which they are expected to be able to teach at the Gymnasium, if they do enter the teaching profession. After obtaining a degree, an intending teacher has to pass an examination in the theory of teaching, school hygiene and in teaching practice. The training for these examinations lasts 4-5 months and takes place in a gymnasium school under the supervision of experienced teachers. There are also teachers who have graduated from institutions of higher education other than the universities.
4. Tekniske Skole og Yrkesskoler (Technical schools and vocational schools)			Technical teachers may be classified, according to their qualifications, into three categories: - highly skilled workers (craftsmen or lower-level technicians) with several years of industrial experience plus teaching experience in evening classes; - "teknikum" engineers; - university engineers. The "National Institute for Education of Technical Teachers" runs courses for teachers at technical and vocational schools and colleges. Types of courses: - basic teaching course, lasting 14 weeks at a residential school, leading to a certificate; - higher pedagogical courses, following the basic course and of 7 weeks' duration; - trade courses dealing with special teaching techniques and new developments within the trade; - annual conferences and seminars.

Teachers	Place of Training	Length of Study (in years)	Other Information
5. Faglaerere (Subject teachers)	Woodwork teachers' school	15 weeks	The course is split into three parts, each of 5 weeks' duration. Different subjects are treated: metalwork, woodwork, workshop teaching, etc. A certificate is issued at the end of the course.
	Domestic science teachers' training colleges	3	Two private colleges exist. "Studentereksamen" is required and in addition a 5 months course at a vocational training school of domestic studies and 12 months of practical experience. Candidates without the "studentereksamen" may be admitted, providing they pass an entrance examination. At the end of the period of study a public examination is held.
	Danish Nurse College at the University of Aarhus	9 months	This college offers courses for further specialisation of qualified nurses; administrators, teachers in nursing, etc.
	Needlework teachers' College	2-3	Different courses are offered, full or part time. The age limit is 18 years, and an examination is passed on completion of a course.
	School for youth club teachers	2	The "realeksamen" is required and 6 months practical experience. The age limit is 20 years.
	Danish High School for Physical Training	1-2	The course prepares for a final examination and the participants receive a certificate.
6. Universiteter etc. (Universities etc.)	Universities and other institutions for research and higher education	-	The scholarships are usually given to people who want to do research with no teaching obligations. (a) Stipendiater (Scholarship holders): - candidate of licentiate scholarships are available for post-graduate students who want to specialise. The scholarships are given for 1-2 years. - "Universitets- og Højskoleadjunkturer" are scholarships of maximum 3 years' duration, well suited to young researchers who want to pass a degree. - "Forskerstipendier" (Research scholarships) are given to young researchers for whom no vacant posts are available. (b) Kandidatinstruktor (Assistant instructor) - This appointment is time-limited (2-3 years). The instructors usually give lectures at basic level. (c) Amanuenser This is an ordinary full-time post at a university, usually (a few years) after having received scholarships. The post may be combined with a "lektorat", see below. "Amanuense" who becomes head of a department is called "afdelingsleder".

Teachers	Place of Training	Length of Study (in years)	Other Information
			(d) Docent This is the title of an "Amanuense" who has a doctorate. (e) Lektorer Usually these are part-time posts. Lectures are given and the "lektor" is examiner - at the oral examinations. The period of employment is usually 3 years and the work is often combined with the post as "Amanuense". (f) Professorer These are the highest qualified teachers at the universities, and they have their doctorates. (g) Ekstraeaordinaert Professorat is established to ensure the researcher in question a post at the university and thus he is obliged to give lectures. The qualifications required of the post are similar to those of an ordinary professor. The post is cancelled when the professor leaves. At "Danmarks Ingeniørakademi" (Engineering Academy of Denmark) the teachers are not obliged to undertake research work. The head of a department is called "Ingeniørdocent", the other tutors have the title of "Lektor". In addition, there are posts as "Assisterende Fogleder" and "Assistent".

BIBLIOGRAPHY

Schools in Europe, Vol. I: Part A, Walter Schultze, 1968, verlag Julius Beltz.

World Survey of Education - UNESCO, 1966.

Handbŏg for studenter, 1967.

Schools and education in Denmark, Aksel Nellerman, 1964.

Society, Schools and Progress in Scandinavia, Willis Dixon, 1965.

Educational Systems in Scandinavia, Herman Ruge, 1962.

Betankning om undervisningspliktens Udridelse, 1968.

Betankning I, II om den højere undervisnings of förskningens administrative organisation I: 1964 II: 1968.

Skjematisk oversigt over de højere uddannelser adgangsbetingelser studietider og adgangsbergransning, 1962.

The education, training and functions of technicians - Denmark, OECD, 1967.

Development of Higher Education, 1950-1967 - Statistical Survey, OECD, 1970.

Other Schools and Ours - A Comparative Study for today, King, 1967.

Study on Teachers: Denmark, Italie, Luxembourg, OECD, 1968.

Higher Education in Denmark - Danish Ministry of Education, 1954.

Permanent Education - Denmark - Council of Europe, 1968.

The Public School (Folkeskolen) - Ministry of Education, 1968.

Statistik Arbog for København. Fredriksberg og Gentoft samt Omegnskommunerne, 1969.

Statistik 1969 for Universiteter, de højere Lareanstalter, seminarier og teknika.

Statistik for Gymnasieskolen, Studenterkursus, Kersus Til Højere Forberedelseseksamen, 1970-71.

Statistik 1969-70 Efterskoler, Husholdningsskoler, Folkehøjskoler, Landbrugsskoler.

Statistik Folkeskolen, 1970-71.

Elevstatistik Laerlinge På Tekniske Skoler og Handelsskoler p. 2, 1st October, 1969.

Denmark - An official handbook - Royal Danish Ministry of Foreign Affairs, Copenhagen, 1970.

UNITED STATES

(July 1971)

In most States, compulsory schooling from the age of 7 to 16.
Full time compulsory education ends after 10th year of school.
A few States require school attendance to the age of 17 or 18.

PRELIMINARY NOTE

The Constitution of the United States makes no reference to education, but Article X confers upon the States powers in those areas which are not specifically denied to the States or reserved to the Federal Government. Power over education and legal responsibility for the maintenance of educational systems, therefore, rest in each of the 50 States.

As a consequence of these legal and Constitutional circumstances, it is proper to say that there are many systems of education in the United States.

In short, most of the States have delegated operational responsibility for elementary, secondary and, in an increasing number of cases, post-secondary education below the baccalaureate level, to local school districts. However, and despite these differences, State organisations, especially for elementary and secondary education, have many elements in common.

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
1. Pre-school Education					Pre-school education includes various types of programmes and is organised by private groups, individuals, churches, or as an integral part of the public elementary school system.		
1.1. Nursery schools	2-3	To be 3 or 4 years old	-	Half-day	These schools are generally maintained by private groups or individuals.	Pre-primary	
1.2. Kindergartens	1-2	To be 4 or 5 years old	-	Half-day	Kindergartens are very often organised as an integral part of the elementary school. Can also be church, community or privately sponsored.	Pre-primary	
1.3. Parent Co-operatives		To be between 3 and 5 years old	-	Half-day	These "co-operatives" are operated by parents who employ and assist a qualified teacher. In addition to these ordinary pre-school education centres, there are nursery schools attached to universities (university laboratory schools) and to secondary schools which serve as laboratories for student teachers and for research studies on various aspects of early childhood education.	Pre-primary	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
1.4. Community Day Care Centres		To be between 3 and 5 years old	-	Full time	These centres offer a full-day programme for children of working mothers or whose parents are ill. They charge fees, but they are generally low, based on parents' income. Philanthropic organisations and Government funds meet part of the running costs of such centres.	Pre-primary	
1.5. Child Development Centres		To be 3 or 4 years old	-		For children living in disadvantaged areas. These centres are financed 90 per cent by Federal Government and 10 per cent by local sponsorship.	Pre-primary	
1.6. Hospital Pre-schools		To be 3 to 5 years old	-		For children taking therapy either as out-patients or in wards.	Pre-primary	
					The Child Development Centres are organised under the Economic Opportunity Act (Federal anti-poverty programme) and represent one aspect of many programmes of "compensatory education" - programmes of special and extra services intended to compensate for a complex of social, economic and educational handicaps suffered by disadvantaged children. Most of these projects started between 1960 and 1963, both at State and Federal level, the latter by means of the Office of Economic Opportunity which sponsors "Head Start" for pre-school children.		
					The "Head Start" programme now comes under the Office of Child Development, Department of Health, Education and Welfare.		
2. Primary and secondary education							
2.1. Elementary schools	6-8	To be 6 years of age	Leads to junior or high school	Full time	Elementary education consists of education for all children of age 6 through 11 in grade one through six. It sometimes includes children of 4 or 5 in kindergartens and includes children of 12 or 13 in grade seven and eight in systems with the 4-year		1-6/8

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
For purpose of international comparisons:					high school. There is no national course of study. Each State suggests a broad curriculum for its schools. The specifics are usually planned locally which leads to some variation among programmes. There is, however, a noticeable degree of similarity. The subject areas included in most elementary school programmes are reading, writing, arithmetic, social studies, science, health, music, art and physical education. These areas form the core of the programme.		
2.1.1. 1st to 6th year of studies	6					Primary	1-6
2.1.2. Beyond 6th year of studies	2					General secondary (a)	7-8
2.2. Middle schools	4		Leads to Senior High School	Full time	There are also a few Middle Schools which are a gradually increasing phenomenon. They are schools which combine the four grades from 5 through 8. They stand midway between the first four grades of primary schooling and the four years of senior high school.	General secondary (a)	5-8
2.3. Secondary schools							
2.3.1. High School	4 or 6	To have completed elementary school	High School Diploma	Full time	The American high school enrols almost 94 per cent of the boys and girls aged 14-17. Most States require young people to attend school approximately 9 months of each year until they are at least 16 years of age. A few States require attendance until 18. The most common type of high school is the comprehensive school which provides educational opportunities for all of the boys and girls in the neighbourhood, regardless of their economic status, vocational aims, sex or family background. The 4-year high school is the traditional secondary school in the United States. Now, many more students attend the reorganised high school (i.e. 3 + 3, or 6-year high school) than the 4-year high school.	General secondary (a)	7/9-12

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
2.3.2. Junior High School	3	To have completed elementary school	Leads to the Senior High School	Full time	The junior high school normally consists of grades 7, 8 and 9, but in a 6-2-4 system junior high may be comprised of grades 7 and 8.	General secondary (a)	7-9
2.3.3. Senior High School	3	To have completed junior high school	High School Diploma	Full time	As the great majority of high schools are now on a comprehensive basis, it means that there are only a limited number of academic, vocational and technical high schools. Owing to the fact that most high schools are comprehensive, that is, offer college preparatory, vocational, general or commercial courses, pupils planning to attend a college or university elect those subjects which meet the requirements for college/university entrance. Therefore, what matters is not so much the school attended but the course chosen within a high school. Pupils are awarded units of credit, one unit being given for the successful completion of a course meeting for at least 40 minutes per day, 5 days per week for a year of 180 days - 16 or more units are required for graduation. In general, high school pupils are required to study English (language, arts), social studies, mathematics, science, and health and physical education. In addition, they may elect to take courses in industrial arts, home economics, foreign language, music, art, business education, and vocational education, as well as others. English is usually studied 5 hours a week and is required in every year, except in some States which make it an optional course in the last year of high school. About a fourth of a pupil's load consists of work in English (reading, writing, speaking and listening activities). Another large part of his	General secondary (a)	10-12

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					work is in social studies, including United States history, world history, social problems, and problems of government. During the first year or two in high school, the pupil is required to take a course in beginning mathematics and beginning science. Later, he may elect courses such as algebra, geometry, trigonometry, biology, physics and chemistry. Health and physical education are usually required two or more hours a week. Foreign language, such as French, Spanish, German, Russian and Latin are elective subjects. One or more of these languages is usually offered for study from 2 to 4 years in the average high school. The selection of a preparatory course for future university study greatly increases the number of required courses and correspondingly reduces the electives. The variety of course is largely determined by the size of the school. At the time when the high school was primarily a college preparatory institution, algebra, geometry, physics and Latin were standard requirements for graduation. Today, with practically the whole youth population enrolled, local and State requirements for graduation have been changed so that pupils who do not plan to go to college may elect other courses in which they are interested and for which they have greater aptitude and they may still qualify for a high school diploma.		
2.3.4. Specialised High Schools	3-4	Entrance examination	High school diploma	Full time or part time	The specialised high school (senior level) is designed for students with exceptional ability in a particular field. Admissions are rigorously controlled. These schools are relatively rare and found only in large cities. E.g. New York High School for Music and Art.	General secondary (a)	9-10/12

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					In addition to this, some cities provide special schools or classes which gifted pupils attend on a part or full time basis. Some programmes permit accelerated progress through school. In the larger high schools, gifted children with special interests may pursue them by electing advanced course in their field of interest.		
2.4. Vocational Education					The purpose of vocational education is to fit persons for useful employment. Two distinct groups of people are served by this programme: those who have begun work and those who are preparing to work in various occupations in agriculture, distribution, home making, trades and industry, practical nursing, and as highly skilled technicians. Vocational education programmes provide training for students in day-time secondary schools and for out-of-school youth and adults, both employed and temporarily unemployed, in the evening and during week-ends. It is the responsibility of a State board for vocational education to promote, develop and improve and supervise vocational education programmes within its State. It should be noted that vocational education is but one of the many types of education available in high schools and that many pupils complete their secondary studies without ever attending vocational courses. Many pupils still follow the traditional academic course. The number of pupils enrolled in vocational courses represented approximately 27 per cent of the total number of pupils in secondary education in 1968 (9th to 12th year of studies).		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
2.4.1. High Schools (Vocational Courses)	2-3 (duration of vocational course proper)	Completion of 8th, 9th or 10th year of study	High School Diploma	Full time	Pupils are admitted to vocational course at the beginning of grade 9 but they are chiefly numerous in grade 11 and 12. Most programmes terminate at the end of grade 12. Some are, however, conducted as post-secondary terminal courses in grades 13 and 14. Following a vocational course does not exclude the study of general or academic subjects such as English, history, biology or mathematics. Vocational education is available in the following subject areas: (A) Agricultural Education Vocational agriculture classes "provide for directed or supervised practice in agriculture either on a farm provided by the school or other farm, for at least 6 months per year." Students enrolled in these classes study crop and livestock production, farm mechanics, farm management, and other agricultural topics. In addition to agriculture, these students also study 3 or 4 general education courses each year, such as English, history, biology, mathematics. When they complete 4 years of instruction in the public secondary school, they receive a diploma and are permitted to enter college on the same basis as students who studied only academic courses.	Technical secondary (b) Higher non-university	9/11-10/12 13-14
		To be over 14 years of age and regularly enrolled in a public secondary school					
	2	To have completed 10 years of schooling			(B) Distributive Education A high school co-operative programme permits boys and girls in the 11th and 12th grades to receive training in distribution. The school provides these students with basic and detailed instruction in distribution and marketing during half of each day, and a business establishment, through a co-operative agreement, provides on-the-job training with		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					paid employment for the other half day. Students receive academic credit for the co-ordinated work experience and graduate from high school in the usual way.		
	2-4	To have completed 8 years of schooling			(C) Home Economics Education The primary purpose of home economics education in secondary schools is to prepare pupils for home and family life. Preparation may also be given for wage-earning if there are employment opportunities in a community for persons who have certain home-making skills. This emphasis on wage-earning usually comes only in the last year of secondary school. Vocational home-making courses in high school usually start in the 9th grade (i.e. 1st year of secondary education) and may be 2, 3 or 4 years in length. Pupils in high school learn to solve problems concerned with food, clothing, housing, home management, care of children, health of the family, selection and purchase of goods and services for the home, and relationships among family members.		
	2	To have completed 10 years of schooling			(D) Trade and Industrial Education Trade and industrial education consists of both preparatory and extention programmes. These are designed to prepare girls and boys for entrance into gainful employment. Trade and Industrial Education courses in high schools are most often found in the 11th and 12th grade levels. In such programmes students devote at least half a day, and sometimes as much as three-quarters of the day, to instruction specifically designed to prepare them for a chosen field of employment. The remainder of the day is devoted to general education subjects. The vocational instruction is designed to		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					develop manipulative skills and technical knowledge, including the necessary related mathematics, science and industrial information necessary for success in the occupation.		
	2	Completion of 10th year of studies			(E) Technical Education The aim of the course is the training of technicians qualified to assist engineers, scientists, industrial or commercial managers in their work. Although this training is largely provided at the post-secondary level some courses are nevertheless available at secondary level, mainly in industrial drawing and electronics.		
	2	Completion of 10th year of studies			(F) Studies related to medicine Professions related to medicine require a certain degree of maturity and considerable technical skill and consequently training takes place mainly at post-secondary level. Moreover this training is often carried out in close collaboration between the school and the hospitals and other medical establishments which generally refuse to enrol persons of secondary school age. Some States have however introduced preparatory courses leading to post-secondary studies or to the training of auxiliary nurses or equivalent.		
	2	To have completed at least 8th year of studies			(G) Training of office workers In addition to the traditional curriculum provided in secondary schools other types of training are being carried out on an experimental basis: intensive block-release courses, simulation programmes of duties related to office work, or courses devised in conjunction with would-be employers.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
	Vari-able	Variable			(H) Training for public services This training covers a new category of professions which have not yet a status of their own, viz.: (a) catering for the needs of individuals as members of society, the work including educational, health and welfare services; (b) positions in public services at various levels (local, state, federal) such as: maintenance and care, improvement of sectors contributing to the welfare of the general public such as transport, hygiene, town planning, public parks and recreation centres, safety of public and other public services.		
2.4.2. Vocational or Technical High Schools	4	To have completed elementary school	High School Diploma	Full time	Although most vocational courses are conducted at the secondary level in large comprehensive high schools where the specialised curriculum is but one of several leading to a high school diploma, some States offer special premises for the trade and industrial courses. Preparatory training in trade and industrial education is, however, increasingly being provided at the post-high school level under the auspices of various types of institutions.	Technical secondary (b)	9-12
3. Higher Education - 2-year Institutions							
3.1. Junior College	2				Although the European equivalent would be a sixth form college, a continuation college and the like, part of secondary education in the United States belongs to tertiary education. Junior college offers 2-year terminal course and also the equivalent of the first 2 years of Liberal Arts, and many of its graduates transfer to a Liberal Arts College for the third and fourth year of college leading to a bachelor's degree. Students	Higher non-university or university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					attending junior college are, in the main, between 18 and 20 years of age. The junior college is generally less of an academic institution than the regular Liberal Arts College.		
3.2. Technical Education					While the primary objective in vocational training of high school age youth (14 to 17 years) is preparation for immediate employment in a trade and industrial occupation, students may, after graduation from high school, choose to seek additional education of a vocational or technical nature in a technical institute or community college, or they may enrol in a college degree programme. Preparatory training in trade and industrial education is increasingly being provided at the post-high school level. Characteristic of these programmes is the purpose of preparing students for employment in a trade and industrial occupation in 2 years or less. Facilities and equipment for trade and industrial education programmes are typical of those found in industry. Students are trained to meet the same standards of workmanship and productivity required for future employment. The instructional programme, therefore, includes work of a productive nature similar to, or the same as, that in industry. The other main study areas are the same as those taught at secondary level (see 2.4.1.).	Higher non-university	
3.2.1. Community College	2	High school graduation	Certificate allowing entrance to 3rd year university or vocational diploma (Associate degree)	Full time	Offer 2 years of general education equivalent to the first 2 years of university. Also offer course preparing for occupations needing less than 4 years preparation (terminal vocational courses). They are generally called "community colleges" because they are supported and controlled by the communities in which they are located.	Higher non-university and university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
3.2.2. Technical Institutes	1-3	High school graduation	Diploma of semi-professional degree - a certificate or "Associate degree"	Full time	Sometimes attached to a junior college, sometimes independent. Post-secondary training leading to semi-professional occupation. Although these institutions tend to emphasize engineering-related programmes, some also provide training in business, home economics, health services, agriculture, forestry, applied and graphic arts, and others.	Higher non-university	
3.2.3. Institutes of Technology	4	High school graduation		Full time	These institutes center their attention on the technical subjects such as science and engineering, but some of them offer programmes that become almost indistinguishable in scope from those of a university.	Higher non-university	
4. Higher education - 4-year institutions	Basic 4-year programme	High school diploma. Most universities now require the taking of a standard nation-wide college entrance examination administered by the Educational Testing Service.		Full time	A straightforward high school graduation is not now considered to be specific enough, nor even a series of stated grades, because distinct levels vary and schools vary within them. As a consequence, a number of the most careful colleges now rely heavily on the College Entrance Examination Board of New York, the Educational Testing Service at Princeton, on psychological tests, scholastic aptitude tests, or on their own admission procedure. The admission procedure may vary from State to State and, in California, for instance, the top 12½ per cent of high school graduates are eligible for admission to one or other of the University of California's several campuses; the top third is admissible to other State colleges ; the rest can benefit by the "open door" policy of the State junior colleges. Student making good in one of the two inferior ranges can transfer to a higher one.	Higher university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4.1. Universities							
4.1.1. Undergraduate schools	4	Acceptance to university is, in addition, on the basis of fulfillment of required subjects and class rank	Bachelor's degree	Full time	The school year is divided into semesters or trimesters ; during each of these the student takes 4 or 5 courses in different subjects (universities are now tending to reduce the number to 4) and the student gains one credit for every hour of the course per week - usually 3 - if he successfully passes the course. Students can exceptionally graduate in 3 years if they take 6 courses per semester and have gained advance credit in high school. Some large high schools offer a few courses for bright students which can count as university credits. The number of credits is restricted to 15. Courses are of two types according to the subject and size of the university: lectures (with discussion groups) or seminars. Most universities offer night courses and special programmes for adults who wish to complete degrees or take several courses.	Higher university (1st degree)	
4.1.2. Graduate schools	1-2	Bachelor's degree	Master's	Full time	For the master's degree, seminar courses are required. Sometimes the degree is dispensed within 4-year Ph.D. programmes or awarded to those registered in the Ph.D. programme who fail to receive the higher degree. An examination sometimes replaces the writing of a master's thesis.	Higher university (post-graduate)	
	2-3	Master's degree	Ph.D.	Full time	At least 1 year of the programme involves seminar courses. The passing of a comprehensive examination allows the student to begin his thesis. These examinations are both written and oral and cover very generally the field from which the student will choose his more particular speciality. The thesis must be publicly defended before the student can receive his degree. Ph.D. candidates are usually required to have a reading knowledge of two modern foreign languages.	Higher university (post-graduate)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4.2. Liberal Arts Colleges	4	High school diploma plus individual college entrance requirements	B.A., B.S. (1st degree)	Full time	The liberal arts college, although it can be independent is, in many cases, part of a university. On any large university campus, there may be several "colleges" or "schools" covering the 4-year period from 18-22, as well as the liberal arts college. In addition, a full university has the "graduate" schools which are the hallmark of a university proper. It is in the latter that subject or professional specialisation like that encountered in Europe really begins. Prestige-enjoying colleges still charge fees and other costs amounting to $3,500 a year or more. State colleges usually charge little, some actually being free. Scholarships can be won by the brilliant students. Some colleges (or some "colleges" within universities) undertake only undergraduate work; the firm specialisation usually begins afterwards, in one or more graduate schools; in the really professional fields such as medicine or law, such specialisation takes 3 or more years after the completion of college work with a bachelor's degree, and is crowned by a professional doctorate; in less advanced (or less highly esteemed) professions such as automobile engineering or teaching, a master's programme may be completed in 1 to 2 years and a doctoral programme in 3 or 4 years by course work and instruction as well as by specialisation and personal research.	Higher university	
4.3. Independently organised professional schools							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4.3.1. Teachers Colleges (State Colleges)	4	High school diploma	Bachelor's degree in education	Full time	Their primary objective is the preparation of teachers for elementary and secondary schools, and they provide 4-year programmes leading to the Bachelor's degree. There is an increasing tendency, however, for those institutions, most of which are supported by the States, to be designated State colleges and to offer additional programmes similar to those of the 4-year liberal arts colleges.	Higher university	
4.3.2. Professional Schools and Colleges	Variable	Varies according to the field of study. For the graduate fields (medicine, law, dentistry, etc.) 3-4 years of undergraduate preparation are required	Professional degree in: Business Administration (4 years for a Bachelor's (B.A./M.B.A.) Architecture (5 years for a Bachelor's) Fine Arts (4 years for a diploma) Library Science (5 years for a Master's) Dentistry (2 years college education plus 4 years specialised education) Law (3 or 4 years college education plus 3 years in a Law School leading to L.L.B.)	Full time	Generally attached on either a graduate or undergraduate level to a university. Some professional schools (engineering, theology, fine arts) are totally independent.	Higher university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
			Nursing (4 years of college leading to a Bachelor's - 2 years at a junior or community college for an "Associate Degree" - or 2 years at a hospital school) Engineering (4 years for a Bachelor's degree in one speciality) Journalism (4 years for a diploma) Medicine (4 years after Bachelor's degree) Veterinary Medicine (2 years college plus 4 years specialised education) Pharmacy (5 years) (Pharm B) Music (4 years for a B.Mus.) Optometry (6-7 years) Teaching (4 years for Bachelor's degree). High school teachers in general take a Master's degree as well - teach the subject of their specialisation.				

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
			Public Health (1 year after M.D., D.D.S, D.V.M.) Theology (3 years after Bachelor's degree for B.D.) Social Work (2 years after B.A. for M.S.W.)				
5. Adult Education							
5.1. Evening Classes				Part time	In agricultural education, for example, where most of the students are busy farming during the day, class meetings are usually held in the evenings, usually once per week or twice per month over a period of 6 to 9 months during the fall, winter and spring. The class meetings are usually held in the vocational agricultural classroom or the farm mechanics shop. Meetings are occasionally held on farms, at agricultural experiment stations, or wherever a favourable situation exists for solving the problems being studied. In the case of Distributive Education, there are also evening classes for people engaged in occupations involved in the distribution of goods and services to consumers. Known as "extension education", it includes courses in specific sales training and product information for sales personnel, merchandising and sales promotion for employees and merchandising executives; course in administrative management and operations techniques for owners and managers of small business. Identical course exists for adults in "Home-making Education".		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5.2. Extension Classes (Day or evening classes)				Part time	The occupational extension education programme serves large numbers of youth who are not enrolled in full-time educational programmes and adults who are gainfully employed in a trade and industrial occupation and who seek training to increase their work performance or prepare for promotion. Among the enrollees in extension-type programme are a large number of apprentices receiving related instructions in compliance with the condition of their apprenticeship agreement. Such instruction is provided either in day or evening classes for a minimum of 144 hours a year. Since apprentices receive most of their manipulative training on the job, the school places emphasis on science, mathematics and technology related to their occupation. "Extension classes", which may be offered at any time, are most often operated during evening hours. Classes are offered in numerous skill and technological subjects at many levels of achievement, including supervisory training.		
5.3. Public Schools				Part time	Adult education under public school auspices has increased rapidly during the past few years and offers programmes of general adult education and vocational adult education. Public school programmes can be classified under the five following headings: (1) adult education to help one earn a living; (2) home and family living education; (3) education in civic and public affairs; (4) intellectual and personal development; and (5) recreational skills.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5.4. Colleges and Universities				Part time	Most public universities have an extension division to serve the part-time adult student. Commonly, the functions are classified under the following: (1) correspondence study; (2) extension classes and evening college; (3) conferences, institutes and management and executive development; (4) community development and service, and (5) audio-visual services. State and municipal college and universities are most active in providing evening college programmes for adults, with both credit and non credit offerings. Many public junior colleges have community service departments or divisions which provide educational programmes for adults.		
5.5. Private Industry, Business Firms, etc.				Part time	Business and industrial firms have for many years provided specific training for many of their employees to assure greater production and to upgrade their personnel.		
5.6. Labour Unions				Part time	Labour Unions are similarly providing their members with educational programmes.		
5.7. Young Men's Christian Association, Young Women's Christian Association, Churches, Private Schools, Radio Stations, Educational Television Stations, etc.					All these bodies provide some form of adult education.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6. Special Education				Full time	Special education is the term used to describe school programmes for various types of children with exceptional educational needs: mentally or physically handicapped children and the socially or emotionally maladjusted. At present they are being educated in public and private day schools. Usually, only the more severely handicapped children are sent to residential schools. Public day school provisions for handicapped children are often under the direction of a department of the special education, which is a unit of the local school system. Both special schools and special classes within regular elementary and secondary school buildings are maintained for physically and mentally handicapped children. Some type of special education may be provided for exceptional children enrolled in regular classes with normal pupils (speech handicap, for example).	Special	

(First Degree)

Fields of Study	O.E.C.D. Classification
Agriculture	Agriculture
Architecture	Architecture
Biological Sciences	Pure Science
Business and Commerce	Social Science
Education	Education
Engineering	Technology
Fine and Applied Arts	Fine Arts
Foreign Languages and Literature	Humanities
Forestry	Agriculture
Geography	Social Science
Health Professions except Veterinary Medicine	Medical Sciences Agriculture
Home Economics	Social Science
Journalism	"
Law (LL.B, J.D. or higher)	Law
Library Science	Humanities
Mathematical Subjects except Statistics	Pure Science Social Science
Military Science	Others
Philosophy	Humanities
Physical Sciences	Pure Science
Psychology	Humanities
Religion	"
Social Sciences except History	Social Science Humanities
Trade and Industrial Training	Technology
Others	Others

Teachers	Place of Training	Length of Study (in years)	Other Information
1. Pre-school	Varies widely from State to State. Generally colleges and universities.	Variable	Virtually all teachers are trained in institutions of higher education. The possibilities of preparation range from a high school diploma in home economics to post-graduate specialisation in early childhood. The dominant form is the 4-year undergraduate programme culminating in a Bachelor's degree from a liberal arts, general college or university. Some programmes are general. Others focus on pre-school education.
2. Elementary School	Only about 20 per cent of teachers receive training in a teachers' college. 50 per cent are trained in public general colleges and universities. The rest in private colleges and universities.		Certification requirements regulated by the State. Most States apply the same requirements for public and private schools. A Bachelor's degree almost universally required for elementary school. 18 per cent hold a Master's degree.
		4	Approximately 3/4 of the 4-year Bachelor programme is, in general, liberal arts courses ; 1/4 is in professional education courses and practice teaching.
		5th year	The Master's degree requires one additional year which emphasizes professional teaching method studies. The 5th year is often completed at night during engagement.
3. Secondary School	Teachers' college or university. Many secondary schools provide their own in-teacher training programmes with or without the help of near-by universities. Many institutions provide summer and night courses for teachers.	4	Half time to general education - the remaining devoted to: field of specialisation (which he will teach), pedagogy, elective courses.
		5th year	Half time to academic study of speciality; half to professional education courses.
Vocational Training	College, university	4 years or more (variable according to State)	Specialised training required. Teachers are trained either at designated higher institutions or in specialised programmes conducted by the State Board of Vocational Education. The amount of specialised experience necessary varies from State to State.
4. University			Teaching Assistants, Lecturers, Instructors: Generally students working on their Master's or Doctoral theses who teach beginners and 1st year courses or lead seminars. - Lecturers are often eminent personalities who in addition to their professional commitments give 1 or 2 sets of lectures in a college. - Instructors are often full-time teachers who do not have the required training and experience for a lectureship.

Teachers	Place of Training	Length of Study (in years)	Other Information
			Some universities place a 3-year limit on these posts, requiring the students to earn their degrees and take a higher post.
	Ph.D. required		Assistant Professor: Teaches both graduate and undergraduate courses.
	Ph.D. required		Associate Professor: The professor is now assured of tenure.
			Full Professor: The highest rank. In some of the top-ranking establishments a professor's publications and research work are all-important. Only very rarely is his rapport with students a primary criterion.
			Visiting Professor: An invited professor who stays for a year or two.

BIBLIOGRAPHY

Education in the United States of America - U.S. Department of Health, Education and Welfare - Office of Education, Washington, 1964.

Society, School and Progress in the U.S.A. - Edmund J. King - Pergamon Press, 1965.

L'Enseignement Supérieur et la Demande de Personnel Scientifique aux Etats-Unis - OCDE - Examens des politiques nationales - Science et Enseignement, 1963.

L'Education Nationale n° 852, 22 février 1968, pp. 19-26 - L'Ecole américaine, la politique scientifique dans l'enseignement, les transformations du milieu universitaire.

Educational Research and Development in the United States, OECD, Paris, 15th September, 1969.

Le Bulletin de l'économie et des finances, n° 48, juillet-septembre 1969, pp. 46-47 : L'originalité du système éducatif américain, Georges Beisson.

Description of the Systems of Engineering Education in EUSEC and OECD countries - Paris, 1964, pp. 67-70, United States.

Etude sur les Enseignants - Study on Teachers - Statistical data : Canada - Espagne - Iceland - Japan - Norway - Turquie- United States - OECD 1969.

American Universities and Colleges - American Council of Education, 1968.

The Preparation and Status of Pre-school Teachers - A Survey by the United States National Committee for early Childhood Education - OMEP, 1965.

The American Public School Teacher, 1965-66 - Research Division, National Education Association, 1967.

Courses and Degrees 1969-70, Stanford University, Stanford, 1969.

Adult Education Services of State Departments of Education - U.S. Department of Health, Education and Welfare - Office of Education, 1959.

Elementary School Organisation - Purposes, Patterns, Perspective - The National Elementary Principal - Volume XLI, n° 3, December 1961.

Committee for Scientific and Technical Personnel - Conference on Policies for Educational Growth Inquiry - Country replies : The United States of America - OECD, Paris, 1970.

L'Education des Adultes aux Etats-Unis - Notes et Etudes Documentaires - La Documentation Française, n° 2964, 15 février 1963.

Review of National Science Policy : United States - OECD, Paris, 1968.

Notes et Etudes Documentaires - avril-juin 1967, n° 3378, 4 avril 1967 : L'enseignement supérieur aux Etats-Unis (35 pages).

Development of Higher Education 1950-1967 - Statistical Survey, OECD, 1970.

OECD SALES AGENTS
DEPOSITAIRES DES PUBLICATIONS DE L'OCDE

ARGENTINE
Libreria de las Naciones
Alsina 500, BUENOS AIRES.

AUSTRALIA – AUSTRALIE
B.C.N. Agencies Pty, Ltd.,
178 Collins Street, MELBOURNE 3000.

AUSTRIA – AUTRICHE
Gerold and Co., Graben 31, WIEN I.
Sub-Agent: GRAZ: Buchhandlung Jos. A. Kienreich, Sackstrasse 6.

BELGIUM – BELGIQUE
Librairie des Sciences
Coudenberg 76-78 et rue des Eperonniers 56,
B 1000 BRUXELLES 1.

BRAZIL – BRESIL
Mestre Jou S.A., Rua Guaipá 518,
Caixa Postal 24090, 05000 SAO PAULO 10.
Rua Senador Dantas 19 s/205-6, RIO DE JANEIRO GB.

CANADA
Information Canada
OTTAWA.

DENMARK – DANEMARK
Munksgaard International Booksellers
Nørregade 6, DK-1165 COPENHAGEN K

FINLAND – FINLANDE
Akateeminen Kirjakauppa, Keskuskatu 2,
HELSINKI.

FORMOSA – FORMOSE
Books and Scientific Supplies Services, Ltd.
P.O.B. 83, TAIPEI,
TAIWAN.

FRANCE
Bureau des Publications de l'OCDE
2 rue André-Pascal, 75775 PARIS CEDEX 16
Principaux sous depositaires :
PARIS : Presses Universitaires de France,
49 bd Saint-Michel, 75005 Paris.
Sciences Politiques (Lib.)
30 rue Saint-Guillaume, 75007 Paris.
13100 AIX-EN-PROVENCE : Librairie de l'Université.
38000 GRENOBLE : Arthaud.
67000 STRASBOURG : Berger-Levrault.
31000 TOULOUSE : Privat.

GERMANY – ALLEMAGNE
Deutscher Bundes-Verlag G.m.b.H.
Postfach 9380, 53 BONN.
Sub-Agents: BERLIN 62: Elwert & Meurer.
HAMBURG: Reuter-Klockner; und in den massgebenden Buchhandlungen Deutschlands.

GREECE – GRECE
Librairie Kauffmann, 28 rue du Stade,
ATHENES 132.
Librairie Internationale Jean Mihalopoulos et Fils
75 rue Hermou, B.P. 73, THESSALONIKI.

ICELAND – ISLANDE
Snæbjorn Jónsson and Co., h.f., Hafnarstræti 9,
P.O.B. 1131, REYKJAVIK.

INDIA – INDE
Oxford Book and Stationery Co.:
NEW DELHI, Scindia House.
CALCUTTA, 17 Park Street.

IRELAND – IRLANDE
Eason and Son, 40 Lower O'Connell Street,
P.O.B. 42, DUBLIN 1.

ISRAEL
Emanuel Brown:
9, Shlomzion Hamalka Street, JERUSALEM.
35 Allenby Road, and 48 Nahlath Benjamin St.,
TEL-AVIV.

ITALY – ITALIE
Libreria Commissionaria Sansoni:
Via Lamarmora 45, 50121 FIRENZE.
Via Bartolini 29, 20155 MILANO.
sous-depositaires:
Editrice e Libreria Herder,
Piazza Montecitorio 120, 00186 ROMA.
Libreria Hoepli, Via Hoepli 5, 20121 MILANO.
Libreria Lattes, Via Garibaldi 3, 10122 TORINO.
La diffusione delle edizioni OCDE e inoltre assicurata dalle migliori librerie nelle città più importanti.

JAPAN – JAPON
Maruzen Company Ltd.,
6 Tori-Nichome Nihonbashi, TOKYO 103,
P.O.B. 5050, Tokyo International 100-31.

LEBANON – LIBAN
Redico
Immeuble Edison, Rue Bliss, B.P. 5641
BEYROUTH.

THE NETHERLANDS – PAYS-BAS
W.P. Van Stockum
Buitenhof 36, DEN HAAG.

NEW ZEALAND – NOUVELLE-ZELANDE
Government Printing Office,
Mulgrave Street (Private Bag), WELLINGTON
and Government Bookshops at
AUCKLAND (P.O.B. 5344)
CHRISTCHURCH (P.O.B. 1721)
HAMILTON (P.O.B. 857)
DUNEDIN (P.O.B. 1104).

NORWAY – NORVEGE
Johan Grundt Tanums Bokhandel,
Karl Johansgate 41/43, OSLO 1.

PAKISTAN
Mirza Book Agency, 65 Shahrah Quaid-E-Azam,
LAHORE 3.

PORTUGAL
Livraria Portugal, Rua do Carmo 70, LISBOA.

SPAIN – ESPAGNE
Mundi Prensa, Castelló 37, MADRID 1.
Libreria Bastinos de José Bosch, Pelayo 52,
BARCELONA 1.

SWEDEN – SUEDE
Fritzes, Kungl. Hovbokhandel,
Fredsgatan 2, 11152 STOCKHOLM 16.

SWITZERLAND – SUISSE
Librairie Payot, 6 rue Grenus, 1211 GENEVE 11
et à LAUSANNE, NEUCHATEL, VEVEY,
MONTREUX, BERNE, BALE, ZURICH.

TURKEY – TURQUIE
Librairie Hachette, 469 Istiklal Caddesi, Beyoglu,
ISTANBUL et 12 Ziya Gökalp Caddesi, ANKARA.

UNITED KINGDOM – ROYAUME-UNI
H.M. Stationery Office, P.O.B. 569, LONDON
SE1 9NH
or
49 High Holborn
LONDON WC1V 6HB (personal callers)
Branches at: EDINBURGH, BIRMINGHAM,
BRISTOL, MANCHESTER, CARDIFF,
BELFAST.

UNITED STATES OF AMERICA
OECD Publications Center, Suite 1207,
1750 Pennsylvania Ave, N.W.
WASHINGTON, D.C. 20006. Tel.: (202)298-8755.

VENEZUELA
Libreria del Este, Avda. F. Miranda 52,
Edificio Galipan, CARACAS.

YUGOSLAVIA – YOUGOSLAVIE
Jugoslovenska Knjiga, Terazije 27, P.O.B. 36,
BEOGRAD.

Les commandes provenant de pays où l'OCDE n'a pas encore désigné de dépositaire peuvent être adressées à :
OCDE, Bureau des Publications, 2 rue André-Pascal, 75775 Paris CEDEX 16
Orders and inquiries from countries where sales agents have not yet been appointed may be sent to
OECD, Publications Office, 2 rue André-Pascal, 75775 Paris CEDEX 16

O.E.C.D. PUBLICATIONS, 2, rue André-Pascal, 75775 Paris Cedex 16 - No. 30.511 1973
PRINTED IN FRANCE